ST LUKE'S C OF E PRIMARY SCHOOL

Policy for **Relationships and Health Education and Sex Education**

Summer 2026

1. Vision and Values

Our school aims to be a loving, inclusive family where our core Christian values of **love**, **hope and thankfulness** are recognised and developed.

In 'Laying the Foundations for Life within a Christian context', in particular in line with The Church of England's Vision for Education, 'Deeply Christian, Serving the Common Good,' we aim to ensure that we provide a high quality education which promotes life in all its fullness' (John ch:10vs10) and educates the whole person.

2. Development of this policy

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

- Review
  The R.H.E. (Relationship and Health Education) and S.E. (Sex Education) Leader pulled together all relevant information including relevant national and local guidance. The following documents were reviewed:
- the Department of Education guidance document, 'Relationships Education, Relationship and Sex Education (RSE) and Health Education', published in 2025.
- Church of England Information about Relationships, Sex and Health Education
- the Church of England's Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RHSE)
- the Church of England's Pastoral Principles for living well together
- the Church of England document, 'Flourishing for All'
- Guidance provided by the Diocese of Winchester and the Diocese of Portsmouth

- **Staff consultation**
  All staff were given the opportunity to look at the policy and make recommendations.

- **Governor consultation**
  This included wider reading about Relationships Education, Sex and Health Education, the Equality Act and debate around the Church of England's guidance documents.

- **Parent / stakeholder consultation**
  This policy was made available to parents on our school website in draft form on 27 March 2026 and parents were invited to respond in a survey online.

- **Ratification** – Once the consultation was complete, this policy was finalised and approved by the full Governing Body on 21 May 2026.

In line with requirements, this policy, outlines how Relationships and Health Education and Sex Education is taught at St Luke's.

3. Definition of Relationships and Health Education

Relationships and Health Education is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationships and Health Education involves a combination of sharing information, exploring issues and values.

4. Aims and objectives

We undertake to follow the principles in the **Church of England Charter** for faith sensitive and inclusive Relationships Education, Relationships and Sex education as set out in **Appendix 1**

Through Relationships and Health Education (RHE), we aim to:

- Teach 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;
- Build children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary;
- Be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances;
- Give children an understanding of positive relationships, but also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online;
- Focus on boundaries, privacy, and children's rights over their own bodies and personal information;
- Enable pupils to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right;
- Enable pupils to understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation;
- Inform pupils how to report concerns and seek advice and reinforcing that being a victim of abuse is never the fault of the child;
- Introduce protective and preventative content in away that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities;

- Teach about health and wellbeing to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health;
- Help pupils to recognise when things are not right in their own health or the health of others and to seek support when needed;
- Support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks;
- Reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health;
- Promote openness, so that pupils can check their understanding and seek any necessary help and advice;
- Complement curriculum content related to puberty and menstruation by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products;
- Promote the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness;
- Emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors;
- Avoid exposing pupils to concepts which are not appropriate for them.

5. Delivery

Relationships and Health Education will be delivered by the class teachers in school. By the end of their time at St Luke's, the following content will be covered in Relationships and Health Education.

Relationships Education	
Families and people who care for me	Pupils will be taught: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships	Pupils will be taught: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy 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. 3. 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. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	Pupils will be taught: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. 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, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The 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. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Pupils will be taught: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. 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. 6. 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.
Being safe	Pupils will be taught: 1. 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, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do

	and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. 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. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
Physical Health and Wellbeing	
General wellbeing	Pupils will be taught: 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. 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. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	Pupils will be taught: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss 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. 3. 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. 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. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils will be taught: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. 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. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils will be taught: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol,	Pupils will be taught:

tobacco and vaping	1. 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	Pupils will be taught: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. 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. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. 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	Pupils will be taught: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Pupils will be taught: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	Pupils will be taught: 1. 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. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to

	expect and avoid distress.

Details of when objectives in Relationships and Health Education are taught in each year group through the use of HeartSmart are outlined in **Appendix 2.**

6. How Relationships and Health Education complements other National Curriculum subjects

- At Key Stage 1 and 2, 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 national curriculum for **Computing** covers e-safety with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.
- The national curriculum for **P.E**. aims to ensure that pupils develop competence and excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

The table below outlines when objectives in Science, Relationships Education, Health Education linked to the body and changing body are taught.

	Science (taken from the National Curriculum – statutory)	**Relationships Education** (taken from the statutory guidance)	**Health Education** (taken from the statutory guidance)
Year R			
Year 1	Pupils should be taught to identify, name, draw and label the basic parts of the human body.	Autumn 2: I know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
Year 2	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults		
Year 3		Summer 1: I know that	

		each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
Year 4			Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Summer 2: I know about menstrual wellbeing including the key facts about the menstrual cycle.
Year 5	Pupils should be taught to describe the life processes of reproduction in some plants and animals (including sexual and asexual reproduction). Pupils should be taught to describe the changes as humans develop to old age (including puberty).		Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Summer 2: I know about menstrual wellbeing including the key facts about the menstrual cycle.
Year 6			Summer 2: I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

6.1 We arrange a meeting for all parents and carers of children in Year 4, 5 and 6 to discuss the Health Education programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

7. Managing difficult questions

Primary-age pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. Where questions are raised, teachers will take into account that whilst children may be the same age, they may developmentally be at different stages. Any responses given will consider the age-appropriate programme of Relationships Education and Health Education, what is appropriate and inappropriate in a whole class setting and whether there is a need for discussion on a one to one basis or in small groups.

The emphasis will be on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognizing that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

8. Equality

Our school is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

All schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying). Under provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics.

Through our Relationships and Health Education, we will ensure that all children understand the importance of equality and respect. We will be mindful of any everyday sexism, homophobia and gender stereotypes, taking positive action to build a culture where these are not tolerated, ensuring that any occurrences are identified and tackled.

9. SEND

At St Luke's, Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

10. Parents' right to withdraw

There is no right for parents to withdraw their child from Relationships Education, Health Education, or the Science curriculum as set out in Section 6 of this policy. Parents can however request that their child be withdrawn from some or all of Sex Education which go beyond the national curriculum for Science, Relationships and Health Education. See section 11 in this policy.

Parents will be informed when content relating to Sex Education is to be taught and will have the opportunity to review resources. If parents wish their child to not participate in

these sessions, they should express this in writing, outlining their wish for their child to be excused from the non-statutory content, addressed to the Headteacher. This request will then be granted by the Headteacher, in line with the Department of Education statutory guidance, the school will ensure that the pupil continues to receive appropriate, purposeful education during the period of withdrawal.

11 Sex Education at St Luke's

At St Luke's, the table below outlines objectives in Year 6 that will be taught in Sex Education.

	Sex Education (taken from the PSHE Association's Programme of Study)
Year 6	Summer 2: I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

11.1 As highlighted in Section 6, we arrange a meeting for all parents and carers of children in Year 6 to discuss Sex Education lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

12. Roles and Responsibilities

The Governing Body

The Governing Body Education and Behaviour Committee is responsible for ensuring that:

- all pupils make progress in achieving the expected educational outcomes;
- teaching is accessible to all pupils with SEND;
- curriculum content and teaching materials are aligned with this statutory guidance;
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

The Governing Body Education and Behaviour Committee will review this policy every three years or in the event of updated statutory guidance. At every review, the policy will be approved by the full Governing Body.

The Headteacher

The Headteacher is responsible for

- ensuring that both staff and parents are informed about this policy and that the policy is implemented effectively.
- monitoring this policy and reporting to the Governing Body Education and Behaviour Committee on the effectiveness of the policy.

The RHE and SE Leader

The RHE and SE Leader is responsible for

- ensuring that a clear Relationships and Health Education and Sex Education curriculum is in place.
- working closely with other subject leaders in Science, Computing and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- working with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge in different ways of engaging pupils.
- providing strategic leadership and direction
- ensuring appropriate coverage of the curriculum
- providing training, guidance and support for staff
- keeping up to date with new developments and resources

Parents / Guardians

Parents / Guardians are responsible for:

- playing a key role in developing their children's understanding about relationships. (Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.)

The School

The school will be responsible for:

- supporting the children's education through the teaching of Relationships and Health Education and Sex Education as set out in this policy. The school will work with parents when planning and delivering these subjects by:
- providing a copy of this policy on the school website
- providing information regarding content to be taught in each class's half-termly newsletter
- holding an information event with parents before teaching content relating to sex education
- where appropriate, providing resources, guidance and support to assist ongoing learning at home
- always being open for dialogue regarding the subject

This, combined with the sharing of best practice with regards to Relationships and Health Education and Sex Education, aims to ensure that children receive consistent messages about how to live a happy and successful life.

13. Monitoring and Review

Pupils' development in RHE and SE is monitored by class teachers. The delivery of RHE and SE is monitored by the RHE and SE Leader and the Headteacher. This policy will be reviewed by the RHE and SE Leader and the Headteacher.

Consultation on draft policy	***Spring / Summer 2026***
Following consultation approval by the full Governing Body	***Summer 2026***

Appendix 1

THE CHURCH OF ENGLAND EDUCATION OFFICE

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

At St Luke's Church of England Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RHE and SE will be delivered professionally and as an identifiable subject in our curriculum**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RHE and SE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RHE and SE.

3. **That RHE and SE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RHE and SE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

4. **That RHE and SE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RHE and SE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RHE and SE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

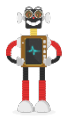
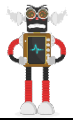
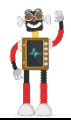
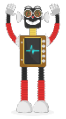
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RHE and SE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

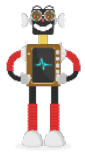
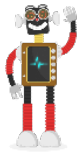
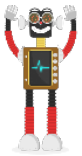
Appendix 2 – Details of when objectives in Relationships and Health Education are taught in each year group through the use of HeartSmart.

- At St Luke's, we use the six HeartSmart themes, the HeartSmart scheme and resources to teach the statutory objectives set out in the Department of Education's document ' Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The six 'Heartsmart' themes are:

1: **'Get Heartsmart'** Laying the foundations for understanding, discussing and managing emotions and feelings, both in ourselves and others.	
2: **'Don't Forget to Let Love In!'** Laying the foundations for understanding the importance of looking after ourselves, both physically and mentally.	
3: **'Too Much Selfie Isn't Healthy!'** Laying the foundations for understanding the importance of looking after all other people, both physically and mentally.	
4: '**Don't Hold On To What's Wrong'** Understanding how to process negative emotions and choose forgiveness to restore relationships.	
5: **'Fake Is a Mistake!'** Laying the foundations for understanding the importance of being proud of who we are, including in an online world.	
6: **''No Way Through' Isn't True!'** Laying the foundations for understanding the importance of perseverance and embracing change.	

- Each of these six themes is titled with its own slogan (in bold above) which are used as part of the day-to-day conversations within the school. This underlies our vision that Relationships and Health Education is taught all the time – through conversations, games, break times, assemblies, and so on.
- The whole school follows the same themes at the same time, one each half term, enabling further focus and discussion around the school, the scheduling of whole school events and the theming of school assemblies. By the end of Year 6, pupils have been taught all the objectives in the statutory guidance from the Department for Education in relation to Relationships and Health Education.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
'Get Heartsmart' GH	'Don't Forget to Let Love In!' DF	'Too Much Selfie Isn't Healthy' TM	'Don't Hold On To What's Wrong' DR	'Fake is a Mistake!' FI	'No Way Through Isn't True' NW
					

Subject Overview:
Relationships, Health and Sex Education

A: Relationships Education Objectives

STATUTORY OBJECTIVES TAKEN FROM RELATIONSHIPS EDUCATION CURRICULUM

Families and People Who Care for Me							
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6
That families are important		TM4	GH5	GH5	DF2	GH5	DF4

for children growing up safe and happy because they can provide 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.	TM1	TM4			GH5 FI3	GH5		
That the families of other children, 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.	TM2 FI6		GH5		DF2		DF4	
That stable, caring relationships are at the heart		TM4 FI3			DF2	GH5		

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 recognized commitment of two people to each other which is intended to be lifelong.							GH5	
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.				DF3		DF3		
Caring Friendships								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
How important friendships are in making us feel happy and secure, and how people choose and make friends.	DF4 FI2	GH5 TM2	TM2	GH1 GH2 GH5 DF2	GH1 GH7 TM2	GH1 GH7 FI5	GH1 DF4	
The characteristics of friendships that lead to happiness and	GH3 GH6 DF5 DF6	GH5 TM1 TM3 TM5	GH3 TM1 TM7 FI1	GH2 DF3 TM1 TM5	GH3 TM1 TM5 TM7	GH3 DF2 TM1 TM7	TM1 TM5 TM7 DR5	

security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	DR1 DR4 FI1 FI2 FI3	TM7 FI1 FI5 FI7	FI7	TM7 DR5 FI1 FI5 FI7	FI1 FI7	FI1 FI4 FI7	FI1 FI7	
That healthy 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.	DF4 TM4 DR1 DR2	GH1 GH2 GH7 DF4 TM1 TM3 TM7 FI3	GH1 GH2 GH7 TM1 TM3 TM7	GH1 GH7 DF2 TM1 TM2 TM5 TM7 FI3	GH1 GH7 TM1 TM5 TM7 FI2 FI3	GH1 GH7 TM1 TM7 FI3 FI5	GH1 DF3 TM1 TM2 TM5 TM7	
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. That not every child will have the friends they would like at all times, that most people feel lonely sometimes. How to manage conflict, and that resorting to	DR6	GH2 DR1 DR3 DR7	DR1 DR2 DR7	DR1 DR2 DR3 DR4 DR7	DR1 DR2 DR3 DR7	DR1 DR2 DR7	TM3 DR1 DR2 DR7	

violence is never right.								
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	DR5	DR2 F14 GH2		GH4 DF3 DR2 DR5	DR2 FI4	DF3	DR5	
Respectful, Kind Relationships								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.					DR5 FI5			
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers					DR5 FI5			

and adults.								
How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.					DR5 FI5			
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.					DR5 FI5			
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, in character, personality or backgrounds), or make different choices, or have different preferences or		DR2 NW4	TM4 TM5		FI2	GH2 GH3 TM3	TM2 TM3	

beliefs.								
Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	GH1 GH2 TM5 DR3	DR1 DR7	TM3 DR1 DR7	TM2 DR1 DR7	DR1 DR7	TM3 DR1 DR2 DR7	DR1 DR2 DR4 DR7 FI4	
The conventions of courtesy and manners.	TM4		FI5	DF5 DR2	DR2			
The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	DF1 FI4	DF1 DF7 *FI2*	DF1 DF2 DF3 *DF4* DF7 *FI2*	DF1 DF7	DF1 DF3 *DF4* DF7 *NW5*	DF1 DF7	GH2 DF1 DF2 DF7 *FI2*	
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show	TM6		DF3 TM4 TM5	TM4	GH2 TM4	TM4	TM2 TM4	

due respect to others, including those in positions of authority.								
The 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.	DR6	DR6	GH2	DR6	DR6			
What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.				DR6				
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		FI4	DR6			DF6		
Online Safety and Awareness								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
That people should be respectful in online interactions,		TM6	TM6					

and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.								
How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.						TM2 TM6 FI2		
That there is a minimum age for joining social media sites (currently		TM6	TM6	TM6				

13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.								
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.		TM6	TM6	TM6				
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.		TM6	TM6	TM6				
That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to						TM2 TM6 FI2		

go for advice and support when they feel worried or concerned about something they have seen or engaged with online.								
Being Safe								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
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, resources etc.					GH4 DR5 FI5	FI4	FI4	
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.							GH4	
That each person's body belongs to them, and the differences between appropriate and				FI4				

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 do not know.						GH2		
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.		FI4	DR6			DF6		
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.		NW3		FI4	GH4 FI5	DF4	GH4	
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice		FI4 NW3				DF6		

e.g. family, school and/or other sources.								

B: Health Education Objectives

Statutory Objectives Taken From Health Education Curriculum

General Wellbeing								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
The importance of promoting general wellbeing and physical health.	GH1 DF1 FI5 NW2	GH1 GH4 GH6 GH7 DF1 DF2 DF7	GH1 GH7 DF1 DF7 FI3 NW5	GH1 GH7 DF1 DF7 NW3	GH1 GH6 GH7 DF1 DF7	GH1 GH7 DF1 DF3 DF7 DR3 NW4	GH1 GH3 DF1 DF5 DF7 DR3 FI3 NW3	
The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not	GH4 GH5 DF3 TM3 NW1 NW6	GH3 DR4 NW1 NW6 NW7	FI4 NW1 NW2 NW3 NW4 NW7	DF4 DR4 DI3 NW1 NW7	TM3 NW1 NW7	DR4 FI3 NW1 NW7	NW1 NW7	

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.	GH4 GH5 DF3 TM3 NW3 NW5 NW6	GH3 DR4 DR5 NW6	GH4 DR3 DR5 FI4 NW4	GH3 NW2	TM3 DR3 NW2 NW4	DR4 DR5 FI3	GH3 NW2 NW3	
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	NW1 NW2 NW3 NW5 NW6	DR4 NW2	GH3 GH4 DR3 FI3 NW3	GH3 DF4 NW2	DF5 NW2 NW3 NW4	NW2 NW3 NW4	GH3 NW3 NW4 NW5	
The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	DF2	NW5	*NW6* DF5		DR4 NW3	*TM5*	GH2	
That isolation and loneliness can affect children, and the benefits of seeking support.			DR4	DF7		TM2		
That bullying (including		DR6	DR6		GH2	DR6	DR6	

cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.								
Where and how to seek support (including recognising the triggers for seeking support), including who 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).		NW6	DR4 DR5		DR4			
That it is common to experience mental health problems, and early support can help.					GH6			
That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone			Winston's Wish KS1 Lesson – Saying goodbye to a pet.				Winston;'s Wish – KS2 – Feelings and loss	

grieves differently.								
Wellbeing Online								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.		TM6			DR6			
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.					TM6	GH4	TM6	
Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and	See Computing Overview							

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.								
How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.						TM6	TM6	
Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.						GH4	TM6	
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	See Computing Overview							
That abuse, bullying and					DR6			

harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.								
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. How to understand the information they find online, including from search engines, and know how information is selected and targeted.				FI2		FI2	FI5	
That they have rights in relation to sharing personal data, privacy and consent.	See Computing Overview							
Where and how to report concerns and get support with issues online.			TM6		TM6 DR6			
	also see Computing Overview							

Physical Health and Fitness

Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
The characteristics and mental and physical benefits of an active lifestyle.		GH6	DF6	GH6		Bikeability		
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.			DF6			Bikeability		
The risks associated with an inactive lifestyle, including obesity.			DF6	GH6				
How and when to seek support including which adults to speak to in school if they are worried about their health.				GH6				
	also see PE Overview							

Healthy Eating

Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6
What constitutes a healthy diet (including understanding calories and other nutritional content).				DF6			
Understanding the importance of a healthy relationship with food.			GH6	DF6			GH6
The principles of planning and preparing a range of healthy meals.			GH6	DF6			GH6
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).			GH6				
	also see D&T Overview						

Drugs, Alcohol Tobacco and Vaping

Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6
The facts about legal and illegal harmful					FI6	FI6	FI6

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. *Year 4: Focus on Smoking* *Year 5: Focus on Alcohol Use* *Year 6: Focus on Drug-Taking*								
Health Protection and Prevention								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							DF6	
About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.			FI6					
The importance of sufficient good quality						GH6		

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 check-ups at the dentist.		DF6 FI6						
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		DF6			DF6			
The facts and scientific evidence relating to vaccination and immunisation. The introduction of				FI6			FI5	

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.			Fire Service Visit			Fire Service Visit		
How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		Rail – local walk			Rail – our village			
Basic First Aid								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.				TM3		First Aid Day		
Concepts of basic first aid, for example				NW4		First Aid Day		

dealing with common injuries and ailments, including head injuries.								
Developing Bodies								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
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.					See Yasmin and Tom scheme			
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.					See Yasmin and Tom scheme			
The facts about the menstrual					See Yasmin and Tom scheme			

cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.							

also see Science Overview

C: Other Objectives

Non-Statutory Objectives Taken From PSHE Association's Programme of Study

Health and Wellbeing							
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6
about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.			Fire Service Visit			Fire Service Visit	

strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.						*Bikeability Swimming*		
	Walk to School Week *Bike to School Week* *Road Safety Week*							
about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.							*NW*	
Living in the Wider World								
Pupils should know…	YR	Y1	Y2	Y3	Y4	Y5	Y6	
about the different groups that make up their community; what living in a community means.			*NW6*			*TM5*		
to value the different contributions that people and groups make to the community.			*NW6*			*TM5*		
what money is; forms that	*NW4* *Milo's*	*DF5* *Milo's*	*Milo's Money*	Lifesavers	Lifesavers	Lifesavers	Lifesavers	

money comes in; that money comes from different sources.	*Money*	*Money*						
about the different ways to pay for things and the choices people have about this.	*Milo's Money*	*Milo's Money*	*Milo's Money*	Lifesavers	Lifesavers	*DF5* Lifesavers	Lifesavers	
to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.	*Milo's Money*	*Milo's Money*	*Milo's Money*	Lifesavers	Lifesavers	*DF5* Lifesavers	Lifesavers	
to recognise that people make spending decisions based on priorities, needs and wants.	*Milo's Money*	*Milo's Money*	*Milo's Money*	Lifesavers	Lifesavers	*DF5* Lifesavers	Lifesavers	
different ways to keep track of money.	*Milo's Money*	*Milo's Money*	*Milo's Money*	Lifesavers	Lifesavers	Lifesavers	Lifesavers	
about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.	*Milo's Money*	*Milo's Money*	*Milo's Money*	Lifesavers	Lifesavers	Lifesavers	Lifesavers	