

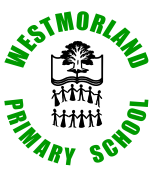


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Relationships, Sex and Health Education (RSHE) Policy

Westmorland Primary School

Autumn 2025



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Relationships, Sex and Health Education (RSHE) Policy

Westmorland Primary School follows the statutory guidance for teaching RSHE as part of timetabled PSHE lessons.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025 make Relationships Education and Health Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education with the recommendation that "primaries teach sex education in years 5 and/ or 6, in line with the content about conception and birth, which forms part of the national curriculum for Science." (p.11 *Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2025*)

We agree with the Department for Education's belief that "children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships." And their notion that "effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. (p.12 *Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2025*)

Introduction

The PSHE association states that relationships, sex and health education is learning about the emotional, social and physical aspects of growing up: including relationships, sex, human sexuality and healthy lifestyles.

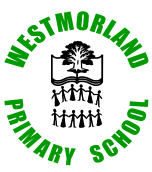
At Westmorland Primary School, we want RSHE to promote healthy, respectful relationships, focusing on family and friendships in all contexts, including online. We want to ensure that children are adequately prepared for puberty and have an age appropriate knowledge of sex so that they can safely navigate through their adolescent years. In addition, we want to make sure that our children have the knowledge they need to make healthy choices for themselves in terms of their diet, exercise and other lifestyle choices.

Curriculum

RSHE is integrated within our progressive PSHE curriculum which is taken from the PSHE association. It has been carefully tailored for each year group, taking into consideration the physical and emotional maturity of the children within that cohort. RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Links to the Equality Act 2010

- Ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect.
- Make relationship education accessible to all pupils, including those with SEN and disabilities.
- Ensure that the teaching is sensitive and age appropriate. (Ask it baskets will be used when necessary.)
- To work closely with parents.



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Please see the Appendix at the end of this document for the objectives for each year group in relation to our RSHE curriculum.

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

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

As well as this, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent.

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

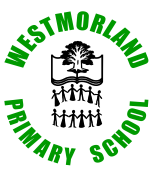
Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through RSHE, we also teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

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

Within the theme of 'Ourselves, growing and changing,' children in Years 4 and 5 are taught about changes which occur during puberty. Finally, in Year 6, pupils are taught about how babies are conceived and born.

Questions raised by pupils are dealt with sensitively and are answered appropriately. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own



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discretion in these situations. 'Ask it baskets' can be used to determine if the questions are appropriate for a whole class setting.

Working with parents

We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We recognise that parents and carers are important in supporting their children with the emotional and physical aspects of their children growing up. In promoting this objective we:

- Inform parents about the school's RSHE policy.
- Share termly reminders via the PSHE newsletter as to what is being covered that term in each Year group.
- Answer any questions that parents may have.
- Advise parents on how they can answer questions about RSHE at home with their children.
- To make alternative arrangements for pupils who are withdrawn from sex education in Year 6.

Parents have the right to withdraw their child from sex education within the RSHE programme in Year 6 but not from the relationships education. If a parent wishes their child to be withdrawn they should discuss this with the PSHE lead and head teacher. The school always complies with the wishes of parents in this regard.

Child protection

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the child protection officer. All teaching staff are trained in child protection issues.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals. Other people that we call on include fire service, police service and youth workers.

Assessment, reporting and recording

Class teachers assess progress and understanding in RSHE education through pupil discussions and responses in their written work. These assessments are then recorded each half term on the Year group assessment grids which highlight children who are working above or below age related expectations.

The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.



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The headteacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

Monitoring

The Curriculum Committee of the governing body monitors our RSHE policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee will give serious consideration to any comments from parents about the sex education programme, and will make a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of RSHE that we teach in our school.

Review

This policy will be reviewed annually. It is the responsibility of the PSHE Subject Leader to write it.

L. Garner September 2025

APPENDIX

Year Group	Autumn Term: Relationships	Spring Term: Health and Wellbeing
<p>1</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>ECW1 I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset</p> <p>ECW2 I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p> <p>R15. how to respond safely to adults they don't know</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>ECW3 I can give examples of when I should ask permission to do something online and explain why this is important</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H24. how to manage when finding things difficult</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p>
<p>2</p>	<p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p>	<p>H4. about why sleep is important and different ways to rest and relax</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how</p>

	<p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult ECW10. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. R14. that sometimes people may behave differently online, including by pretending to be someone they are not ECW11. I can explain how other people may look and act differently online and offline. ECW12. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe ECW13. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do online. R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are hear</p>	<p>people feel H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)</p>
<p>3</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) ECW22. I can explain what is meant by the term 'identity and can explain how people can represent themselves in different ways online. R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour ECW23. I can explain how someone's feelings can be hurt by what is said or written online; I can describe appropriate ways to behave towards</p>	<p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful</p>



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<p>other people online and why this is important. ECW24. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30 recognise personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>thinking</p>
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<p>4</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face ECW31. I can explain how my online identity can be different to my offline identity and I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this ECW32. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</p> <p>R13. the importance of seeking support if feeling lonely or excluded R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns ECW33. I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty H38. how to predict, assess and manage risk in different situations H5. about what good physical health means; how to recognise early signs of physical illness H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>
<p>5</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene</p>



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<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>ECW38. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>ECW39. I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries²</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>
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R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

R26. about seeking and giving permission (consent) in different situations

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

ECW47. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.

R30 how personal personal behaviour can affect other people; to recognise and model respectful behaviour online

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

ECW56. I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

H15 that mental health, just like physical health, is part of daily life; the importance of taking care of mental health things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

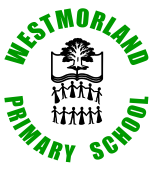
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and other

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H33. 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



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be cared for¹

H35. about the new opportunities and responsibilities that increasing independence may bring

H36. strategies to manage transitions between classes and key stages



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