



INKBERROW PRIMARY SCHOOL

PSHE

Relationships Education, Health Education and Sex Education Policy

Effective from September 2026

Policy information	Details
School	Inkberrow Primary School, Quest Learning Trust
Policy owner	Headteacher and PSHE/RSHE Subject Leader
Approved by	Academy Standards Committee (ASC)
Approval date	September 2026
Review cycle	3 years, and sooner if statutory guidance or school provision changes
Next review	September 2029

School ethos: This policy supports our motto, "Love to Learn, Learn to Care", our commitment to inclusion and equality, and our duty to help every child become safe, respectful, healthy and confident.

1. Purpose and status of this policy

This policy sets out Inkberrow Primary School's approach to Personal, Social, Health and Economic (PSHE) education, including statutory Relationships Education and Health Education and the non-statutory Sex Education taught at primary age. Throughout this policy, "RSHE" is used as a convenient collective term; it does not change the legal position that Sex Education beyond National Curriculum science is not compulsory in primary schools.

The policy has been revised to have regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from 1 September 2026. It explains what is taught, when and by whom; how teaching is kept safe, inclusive and age-appropriate; how parents can see materials and request withdrawal from non-statutory Sex Education; and how provision is monitored.

2. Consultation and approval

This policy was developed following consultation with parents and carers. The school considered the views received when finalising the curriculum and policy, while retaining its responsibility to meet statutory requirements and safeguard all pupils. The policy will be approved by the Academy Standards Committee (ASC).

The school will continue to engage openly with parents and carers when this policy or the taught content is reviewed. It will also take account of pupil voice, staff expertise, safeguarding information, local needs and guidance from Quest Learning Trust. Consultation informs decisions; it does not give any individual or group a veto over statutory curriculum content.

3. Legal and statutory framework

The school has regard to, and complies with its duties under, the following legislation and statutory guidance, as amended or replaced:

- Children and Social Work Act 2017, sections 34 and 35;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Education Act 2002, including the duty to provide a balanced and broadly based curriculum, and the school's academy funding requirements;
- Education Act 1996, including provisions relating to sex education and withdrawal;
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective 1 September 2026;
- Equality Act 2010, including the Public Sector Equality Duty;
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years;
- Keeping Children Safe in Education 2026 and Working Together to Safeguard Children;
- Human Rights Act 1998; and
- relevant National Curriculum programmes of study, particularly science, computing and physical education.

The school also has regard to DfE guidance on political impartiality, teaching online safety, behaviour, preventing and tackling bullying, mental health and wellbeing, and fundamental British values.

4. Definitions and curriculum boundaries

PSHE education is the planned curriculum through which pupils develop the knowledge, skills and attributes needed to manage their lives now and in the future. It includes relationships, physical and mental health, safety, economic wellbeing, citizenship, rights and responsibilities, and preparation for life in modern Britain.

Relationships Education is compulsory for all primary pupils. It focuses on families and people who care for us, caring friendships, respectful and kind relationships, online safety and awareness, personal boundaries and being safe.

Health Education is compulsory for pupils at this academy. It includes general and online wellbeing, physical health and fitness, healthy eating, drugs and harmful substances, health protection and prevention, personal safety, basic first aid and developing bodies, including puberty and menstruation.

Sex Education at Inkberrow means teaching about human conception and birth that goes beyond the statutory National Curriculum science content. This is taught in an age-appropriate and factual way in Years 6. Parents are told in advance which lessons are classed as non-statutory Sex Education.

Important distinction: Parents may not withdraw a child from Relationships Education, Health Education or statutory science, including science content concerning puberty or sexual reproduction. The withdrawal right applies only to the clearly identified non-statutory Sex Education lessons described in section 14.

5. Aims

Our PSHE and RSHE curriculum aims to enable pupils to:

- develop safe, caring and respectful relationships and understand the qualities of healthy family life and friendship;
- recognise and communicate boundaries, understand that their body belongs to them and distinguish appropriate from inappropriate or unsafe contact;
- recognise abuse, bullying, prejudice, discrimination, coercion and controlling behaviour, and know how and where to report concerns;
- use correct, scientific vocabulary for body parts and talk confidently about health, safety and wellbeing;
- understand changes associated with growing up, puberty and menstruation before these changes are likely to occur;
- develop emotional literacy, self-regulation, resilience and strategies for seeking early help;
- understand the links between physical health, mental wellbeing, sleep, nutrition, exercise and time outdoors;
- behave safely and respectfully online, think critically about online information and recognise harmful contact, content, conduct and commercial risks;
- understand equality, challenge stereotypes and respect families and people whose lives, backgrounds, beliefs or characteristics differ from their own;
- make informed decisions about money, communities, the environment, rights and responsibilities; and
- be prepared for the opportunities, responsibilities and experiences of later life.

6. Curriculum organisation and resources

The school uses SCARF as its principal, progressive PSHE scheme and adapts it to the needs of pupils and the requirements of the September 2026 statutory guidance. The curriculum is strengthened through our Online Safety Curriculum, National Curriculum science, computing and PE, safeguarding education, financial education, British values, the No Outsiders programme and wider school experiences.

SCARF is organised through six recurring half-termly themes:

- Me and My Relationships;
- Valuing Difference;
- Keeping Myself Safe;

- Rights and Responsibilities;
- Being My Best; and
- Growing and Changing.

Learning is carefully sequenced from Reception to Year 6. Teachers revisit essential knowledge and vocabulary, check prior understanding and provide opportunities to practise skills. Appendix 1 summarises the content and indicative timing. Detailed year-group plans and the representative resources used are available for parents to view.

7. Early Years Foundation Stage

In Reception, PSHE is taught through the prime area of Personal, Social and Emotional Development and through planned, play-based and responsive learning. Children learn to identify feelings, regulate behaviour, build friendships, take turns, care for themselves, recognise trusted adults, understand simple privacy and body-safety messages, and respect different families. Teaching is aligned with the EYFS statutory framework, including its safeguarding and welfare requirements.

8. Teaching approach and a safe learning environment

PSHE is normally taught by the class teacher in a regular timetabled lesson, reinforced through daily school life and relevant curriculum subjects. Pupils are generally taught in their usual mixed-sex classes. The school may use single-sex groupings for a specific discussion where this is judged to improve safety or participation, but all pupils receive the same entitlement and nobody is stigmatised.

Teaching is positive, factual, balanced, age-and-stage-appropriate and designed to support pupils rather than alarm. It uses discussion, stories, scenarios, role play, retrieval, carefully selected media and opportunities to practise communication and decision-making. Staff do not present contested opinions as established fact, promote partisan political views or reinforce harmful stereotypes.

At the start of sensitive units, teachers establish or revisit a working agreement. Pupils are reminded that:

- they should not be asked to share personal experiences in front of the class;
- they may ask questions, including through an anonymous question box;
- they should use respectful and correct language;
- what others say in a lesson should be treated respectfully; and
- adults cannot promise secrecy if information suggests that a child or another person may be at risk.

9. Managing questions

Teachers answer questions honestly, accurately and in language suitable for the age, maturity and needs of the pupils. They may answer a question to the class, speak with the pupil privately, defer the answer while seeking advice from the PSHE/RSHE Subject Leader or Designated Safeguarding Lead, encourage discussion with a parent or trusted adult, or signpost appropriate support.

A teacher will not provide detailed primary classroom teaching on sexual activity that lies outside the published curriculum. However, questions will not simply be dismissed: leaving them unanswered may lead pupils to unsafe or unreliable online sources. Questions indicating possible abuse, exploitation, harmful sexual behaviour or other risk will be managed under safeguarding procedures. A pupil withdrawn from non-statutory Sex Education will still be supported appropriately if they ask a question or make a disclosure.

10. Safeguarding and confidentiality

RSHE is an important part of safeguarding. It teaches pupils to recognise concerns, use accurate vocabulary, identify trusted adults and keep seeking help until they are heard. Staff make clear that abuse is never the victim's fault and that anyone can experience harm.

Sensitive teaching may lead to disclosures. All staff and visitors must follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026. Concerns are reported immediately to the Designated Safeguarding Lead or a deputy and recorded through the school's agreed safeguarding system. Staff only share information with those who need it and never promise a pupil absolute confidentiality.

Teaching supports a whole-school culture that challenges bullying, sexual harassment, sexual violence, harmful sexual behaviour, sexism, misogyny, homophobia and other prejudice. Staff challenge harmful ideas and language without labelling or stigmatising children. Responses are proportionate, educational and safeguarding-led.

11. Online safety and the September 2026 emphasis

Online safety is taught across PSHE, Relationships and Health Education, computing and the school's Online Safety Curriculum. Age-appropriate teaching addresses the four areas of online risk: content, contact, conduct and commerce. Pupils learn that the same standards of respect apply online and offline.

By the end of primary school, teaching includes:

- respectful online interaction, resisting pressure and understanding that people may not be who they claim to be;
- harmful content and contact, grooming risks, reporting routes and the importance of seeking help;
- privacy, location settings, personal data, consent and the lasting circulation of words and images;
- the current minimum age of 13 for most social media services and reasons for age restrictions;
- how algorithms, search engines, advertising and targeted content can influence what people see;
- healthy use of devices, screen time, sleep and the balance between online and in-person relationships;
- online bullying, harassment, scams, fraud, gaming, gambling-like features and video-game monetisation;
- how online content may be misleading, manipulated, exaggerated or generated using artificial intelligence, where this is relevant and age-appropriate; and
- what to do if a pupil encounters upsetting, sexualised, violent, discriminatory or otherwise inappropriate material.

If an emerging online harm affects pupils, the school may provide additional protective teaching. Parents will be informed in advance of any significant departure from the published curriculum and may request to see the materials.

12. Equality, diversity, religion and belief

The school complies with the Equality Act 2010 and the Public Sector Equality Duty. Teaching must not discriminate against or harass pupils. It promotes dignity, respect and equality and takes account of the protected characteristics in an age-appropriate way.

Relationships Education reflects that nurturing families take many forms, including families with single parents, same-sex parents, grandparents, kinship carers, adoptive parents and foster carers. Through SCARF, No Outsiders and wider provision, pupils learn that families may look different while being characterised by love, care, safety and commitment. No pupil is made to feel that their family is less valued.

Teaching about biological sex, stereotypes and protected characteristics is factual, respectful and appropriate for primary-aged pupils. Staff do not teach contested views as fact, encourage children to question their gender or use activities that reinforce gender stereotypes. Bullying or disrespectful language towards any pupil or group is never accepted.

The school respects the religious backgrounds and beliefs of pupils and families. Where relevant, different faith and non-religious perspectives may be acknowledged accurately and sensitively, while pupils are taught the law, their rights, the rights of others and the school's commitment to equality. Parents' religious or philosophical convictions do not create a right to withdraw from statutory Relationships or Health Education.

13. Inclusion and SEND

All pupils are entitled to PSHE and RSHE. Pupils are not routinely withdrawn from PSHE to catch up with other subjects. Teaching is adapted so that pupils with SEND can understand, retain and apply essential knowledge and can prepare for adulthood. Adaptations may include:

- pre-teaching and revisiting vocabulary, including correct names for body parts;
- visual supports, dual coding, social stories, concrete examples and smaller learning steps;
- repetition, retrieval practice, reduced language load and additional processing time;
- careful grouping, adult support, sensory or communication adjustments and alternative ways to respond;
- explicit teaching and rehearsal of boundaries, consent, recognising risk and help-seeking; and
- individual planning with the SENDCo, parents and relevant professionals where necessary.

The school recognises that some pupils with SEND may be more vulnerable to bullying, sexual abuse, exploitation, harmful sexual behaviour and online risk. Adaptation must therefore improve access and safeguarding; it must not remove essential protective content unless an individual safeguarding or clinical plan requires a different approach.

14. Parents, curriculum transparency and withdrawal

14.1 Partnership and access to materials

Parents and carers are children's first educators in relationships and health. The school will communicate what will be taught, particularly before puberty and non-statutory Sex Education lessons, and will offer opportunities to discuss content and support conversations at home.

The school will show parents a representative sample of planned RSHE resources and will make all curriculum materials used to teach RSHE available to parents on request. Access will be arranged in a reasonable form, for example through a meeting, presentation, secure portal or supervised viewing. Copyright may affect how a resource is shared or copied, but will not be used as a reason to refuse parents the opportunity to see it. The school will not enter into contractual arrangements with providers that prevent appropriate parental access.

14.2 Right to request withdrawal

A parent may request that their child is withdrawn from some or all of the non-statutory Sex Education provided by the school. The request should be made in writing to the Headteacher and should identify, where possible, the lesson or content concerned.

The Headteacher will normally invite the parent to discuss the request, explain the nature and purpose of the curriculum, hear any concerns and discuss possible social, emotional or educational effects of withdrawal. The discussion and outcome will be recorded. In a primary school, the Headteacher must grant the request for withdrawal from non-statutory Sex Education. The school will provide appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education, Health Education or National Curriculum science. This includes statutory teaching about correct body-part names, puberty, menstruation, the human life cycle and reproduction where covered through science or health education. The school will clearly identify in advance any content from which withdrawal is available.

15. External agencies and visitors

External specialists may enrich the curriculum but do not replace the school's responsibility for teaching quality, safeguarding or curriculum compliance. Before any visit, the school will:

- check the visitor's identity, credentials, suitability and organisational background;
- review the lesson plan and all materials for accuracy, balance, age-appropriateness, accessibility and alignment with this policy;
- ensure parents can view the materials and, where appropriate, seek their views;
- agree safeguarding, confidentiality and reporting arrangements in advance; and
- ensure an appropriate member of school staff remains present and responsible for the session.

16. Roles and responsibilities

Role	Key responsibilities
Quest Learning Trust / Academy Standards Committee	Ensure legal duties are met; approve and review the policy; assure that the curriculum is compliant, well sequenced and accessible; receive appropriate monitoring information; ensure parents receive clear information and access to materials.
Headteacher	Provide strategic oversight; ensure staffing, training, safeguarding and parental engagement; consider and grant primary withdrawal requests; address complaints; approve sensitive or responsive teaching.
PSHE/RSHE Subject Leader	Maintain progression and curriculum mapping; quality-assure resources; support staff; coordinate parent information; monitor teaching, learning and assessment; report strengths and priorities to leaders and the ASC.
Designated Safeguarding Lead and deputies	Advise on protective education, emerging risks and vulnerable pupils; respond to concerns and disclosures; support staff and external visitors.
SENDCo	Support reasonable and appropriate adaptations and ensure essential safeguarding content is accessible to pupils with SEND.
Teachers	Plan and teach the agreed curriculum; establish a safe climate; adapt learning; answer questions appropriately; assess learning; report safeguarding concerns immediately.
All staff and visitors	Model respectful relationships; challenge prejudice and harmful language; follow safeguarding and confidentiality procedures; work within the agreed curriculum.
Pupils	Participate respectfully, follow the lesson agreement, ask for help when needed and contribute age-appropriate feedback on the curriculum.

17. Staff training and support

Staff receive induction and continuing professional development appropriate to their role. This includes curriculum content, inclusive teaching, safeguarding disclosures, managing questions, online harms, harmful sexual behaviour and the safe teaching of puberty and non-statutory Sex Education. Staff who

are not confident about particular content must seek support from the Subject Leader or DSL before teaching it. Personal beliefs must not prevent delivery of the agreed curriculum.

18. Assessment, monitoring and evaluation

Assessment in PSHE is formative and ipsative: it identifies what pupils know, understand and can do, and the progress they make from their own starting points. It is not used to judge pupils' private values, family circumstances or personal experiences.

Teachers use SCARF learning outcomes, "I can" statements, discussion, retrieval, pupil reflection and suitable pre- and post-unit activities. Monitoring may include planning scrutiny, learning walks, work and floor-book review, pupil discussion, assessment information, staff feedback and parent feedback. The Subject Leader evaluates coverage, progression, accessibility, teaching quality and pupil outcomes and reports priorities to the Headteacher and ASC.

Monitoring will specifically check that the curriculum reflects the September 2026 statutory content, that materials are suitable and transparent, that pupils know how to seek help and that disadvantaged pupils and pupils with SEND participate and progress.

19. Complaints

Questions or concerns should normally be raised first with the class teacher or PSHE/RSHE Subject Leader and may then be referred to the Headteacher. Formal complaints will be considered under the school or Trust Complaints Policy. Safeguarding concerns must be raised immediately through the school's safeguarding procedures rather than waiting for the complaints process.

20. Publication, review and linked policies

This policy will be published on the school website and a paper or accessible-format copy will be provided free of charge on request. It will be reviewed annually and sooner if legislation, statutory guidance, curriculum resources or identified pupil needs change. Parents will be proactively consulted when the policy is developed or substantively reviewed.

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy;
- Online Safety Policy and curriculum;
- Behaviour Policy and Child-on-Child Abuse Policy;
- Anti-Bullying Policy;
- SEND Policy and SEND Information Report;
- Equality information and objectives / Equality Policy;
- Teaching and Learning and Curriculum policies;
- Mental Health and Wellbeing / pastoral procedures;
- Science Curriculum; and
- Complaints Policy.

Appendix 1: Curriculum content and indicative sequencing

The table below provides a policy-level overview. Detailed year-group plans identify individual lessons, learning outcomes, resources and links to science, computing, PE, safeguarding and the wider curriculum. Teachers may respond to emerging needs while remaining age-appropriate and informing parents of significant departures from the published programme.

P	R	H	W
h	e	e	i
a	a	a	d
s	t	t	e
e	i	h	r
/	p	a	P
t	s	n	S
i	a	d	H
m	n	w	E
i	d	e	a
n	b	l	n
g	e	b	e
	f	e	a
	e	t	r
	y		n
			i
			n
			g

R e c e p t i o n (t h r o u g h o u t t h e y e a r)	F e e l i n g s ; s h a r i n g a n d t u r n - t a k i n g ; f r i e n d s h i p s ; t r u s t e d a d u l t s ; d i f f e r e n t f a m i l	S e l f - c a r e ; h y g i e n e ; h e a l t h y f o o d ; s l e e p a n d e x e r c i s e ; n a m i n g e n t ; s a f e u s e o f d e v i c e	C l a s s r u l e s a n d b e l o n g i n g ; c a r i n g f o r o t h e r s a n d t h e e n v i r o n m e n t ; s a f e u s e o f d e v i c e
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	ies; simple boundaries, privacy and safety / unsaf e touch; aski ng for help.	hange; simple road, fire and water safety.	swith adults.
Years 1 – 2	Families	Ranges of	Online ma

(throughout the year)	and caring relationships; kindnesses, courteousness and inclusion; friendship and sharing; different	motions; loneliness; inequalities; respect, activities, conduct; ups and downs; friendship; friendship; different	mentors; personal information; age restrictions; uniform; gang culture; peer pressure
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ding on line; money choices, rights, responsibilities and communities.

health; medicines and household hazards; basic first aid and emergency help.

ties; bullying and bystanders; privacy, body ownership, correct body-part names

Phase / timing	Relationships and safety	Health and wellbeing	Wider PSHE and online learning
	and help-seeking.		

Y e a r s 3 - 4 (t h r o u g h o u t t h e y e a r)	R e s p e c t f u l c o m m u n i c a t i o n ; a s s e r t i v e n e s s ; h e a l t h y b o u n d a r i e s ; c o n f l i c t w i t h o u t	S e l f - e s t e e m a n d i d e n t i t y ; m e n t a l a n d p r i v a c y a n d l o c a t i o n s e t t i n g s ; g a m e s c r e e n s ; h e a	C r i t i c a l u s e o f o n l i n e i n f o r m a t i o n ; p r i v a c y a n d l o c a t i o n s e t t i n g s ; g a m e s c r e e n s ; h e a
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	v i o l e n c e ; s t e r e o t y p e s a n d p r e j u d i c e ; r e c o g n i s i n g h a r m f u l r e l a t i o n s h i p s a n d r e p o	l t h y e a t i n g ; t o b a c c o n v a p i n g , a l c o h o l a n d o t h e r h a r m f u l s u b s t a n c e s ; r o a d , r a i l a n d	n d c o m m e r c i a l i n f l u e n c e ; f i n a n c i a l l i t e r a c y a n d e n v i r o n m e n t a l r e s p o n s i b i l i t y .
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Wider PSHE and online learning			
Health and wellbeing			
Relationships and safety			
Phase / timing			
waiting concerns.			
watersafe; first aid.			

Y e a r s 5 - 6 (t h r o u g h o u t t h e y e a r)	C o m p l e x f r i e n d s h i p s ; p e e r p r e s s u r e ; c o n s e n t a n d b o u n d a r i e s ; r e s p e c t f u l r e l a t i o n	P u b e r t y f o r a l l p u p i l s ; m e n s t r u a t i o n b e f o r e i t m a y o c c u r ; e m o t i o n a l a n d p h y s i c a l c h	A l g o r i t h m s , t a r g e t e d c o n t e n t , m a n i p u l a t i o n a n d A I - g e n e r a t e d o r m i s l e d i n g c o n t e
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a	l	p
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e	h	r
n	p	o
g	r	p
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n	t	i
g	e	a
s	c	t
e	x	e
i	i	o
s	m	n
,	,v	i
m	a	n
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n	a	n
d	t	t
h	i	;i
a	o	m
r	n	a
m	;n	g
f	u	e
u	t	-
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s	t	h
t	i	a
e	r	r
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e	o	n
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	is in g a b u s e , c o e r c i o n a n d u n s a f e o n l i n e c o n t a c t .	e p , m e n t a l w e l l b e i n g , b e r e a v e m e n t a n d r o u t e s t o e a r l y s u p p o r t .	m o n e i s a t i o n , g a m b l i n g - l i k e f e a t u r e s , s c a m s , r i g h t s a n d p r e s p o n s i b i l i t i e s .
Y e a	P r e	S t a	N o n

r s 5 a n d / o r 6 : i d e n t i f i e d l e s s o n s	p a r a t i o n f o r h e a l t h y , r e s p e c t f u l a d u l t r e l a t i o n s h i p s a n d t r a n s i t i o n t o s e c o n d a r y	t u t o r y s c i e n c e a n d h e a l t h c o n t e n t i s c l e a r l y d i s t i n g u i s h e d f r o m S e x E d u c a t i o n . -	s t a t u t o r y S e x E d u c a t i o n : a g e - a p p r o p r i a t e f a c t u a l t e a c h i n g a b o u t c o n c e p t i o n a n d
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		RSHE	birth, including sexual intercourse as a means of conception and an introduction to
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			I V F . P a r e n t s a r e i n f o r m e d b e f o r e h a n d a n d m a y r e q u e s t w i t h d r a w a l f r o m t h i s i d e n t i f i
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P	R	H	W
h	e	e	i
a	a	a	d
s	t	t	e
e	i	h	r
/	p	a	P
t	s	n	S
i	h	d	H
m	a	o	E
i	n	n	a
n	d	e	n
g	s	l	d
	a	b	i
	f	e	n
	e	a	r
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Appendix 2: Statutory primary content from September 2026

By the end of primary education, the school’s planned curriculum covers the following statutory headings from the DfE guidance. The examples summarise core content and are not a substitute for detailed curriculum plans.

S	C
t	o
a	r
t	e
a	c
t	o
o	n
r	t
y	e
a	n
r	d
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	d
	o
	f
	p
	r
	i
	m
	a
	r
	y

F a m i l i e s a n d p e o p l e w h o c a r e f o r m e	I m p o r t a n c e a n d c h a r a c t e r i s t i c s o f s a f e h a p p y f a m i l y l i f e ; s t a b l e c a r i n g r e l a t i o n s h i p s ; d i f f e r e n t f a m i l y s t r u c t u r e s ; m a r i
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	a g e a n d c i v i l p a r t n e r s h i p a s s f o r m a l l e g a l c o m m i t m e n t s; r e c o g n i s i n g u n s a f e f a m i l y r e l a t i o n s h i p s a n d s e e k i n g h
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Statutory area	
Content included by the end of primary	
	el p.

Caring friends and siblings	Making and choosing friends; welcoming and inclusion; loneliness; honesty, trust, loyalty, kindness and generosity
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	si ty ; re p ai ri n g fri e n d s hi p di ffi c ul ti e s; m a n a gi n g c onf li ct w it h o ut vi ol e n c e; s e e ki n g hel p.
R e s p e c t f u l , k i n d	B al a n ci n g ne e d s a n d

r e l a t i o n s h i p s	p r e f e r e n c e s; h e a l t h y b o u n d a r i e s; a s s e r t i v e a n d r e s p e c t f u l c o m m u n i c a t i o n; m a n n e r s; s e l f - r e s p e c t ; b u l l y i n g a n d b
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	y st a n d er re s p o n si bi lit y; st er e ot y p e s; s e e ki n g h el p w h e n u n s u re w h o to tr u st .
O n l i n e s a f e t y a n d a w a r e n	R e s p e c t o n l i n e; re s i s t i n g p re ss u re ;

e s s	cr iti c al e val u at io n of re la ti o n s hi p s a n d in fo r m at io n; st ra n g er s a n d i m p er s o n at io n; a g e re st ri ct io n s; p ri v a c y a n d lo c
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	at io n s et ti n g s; ci rc ul at io n of m at er ia l; h ar m fu l c o nt e nt ; a d vi c e, re p or ti n g a n d s u p p or t.
B e i n g s a f e	A p p ro p ri at e b o u n d ar ie s; p ri

	v a c y a n d u n s af e s e cr et s; b o d y o w n er s hi p; a p p ro p ri at e a n d in a p p ro p ri at e c o nt a ct ; re s p o n di n g to a d ul ts ; re c o
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	g ni si n g h ar m fu l or d a n g er o u s re la ti o n s hi p s; re p or ti n g a b u s e a n d c o nt in ui n g to s e e k h el p.
G e n e r a l w e l l b e	P h y si c al a ct iv it y, o ut

i n g	d o r s, h e l p i n g o t h e r s, r e s t a n d r e l a t i o n s h i p s; e m o t i o n a l v o c a b u l a r y a n d p r o p o r t i o n a l r e s p o n s e s; l o n e l i n e s s , b u l l y i n
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	g, c h a n g e, l o s s a n d g r i e f ; r e c o g n i s i n g w h e n a n d h o w t o s e e k s u p p o r t; v a l u e o f e a r l y h e l p.
W e l l b e i n g o n l i	B e n e f i t s a n d d r a w b a

n e	c k s of o nl in e lif e; o nl in e v er s u s in - p er s o n re la ti o n s hi p s; sc re e n ti m e; re s p e ct fu l b e h a vi o u r; a g e re st ri ct io n s; g a m in
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	g, m o n e t i s a t i o n, s c a m s, f r a u d a n d f i n a n c i a l h a r m s; a l g o r i t h m s a n d t a r g e t e d i n f o r m a t i o n; d a t a, p r i v a c y, c o n s e n t a n d
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S t a t u t o r y a r e a	C o r e c o n t e n t i n c l u d e d b y t h e e n d o f p r i m a r y
	r e p o r t i n g.

P h y s i c a l h e a l t h a n d f i t n e s s	B e n e f i t s o f a c t i v i t y; b u i l d i n g r e g u l a r m o v e m e n t i n t o r o u t i n e s ; r i s k s o f i n a c t i v i t y; h o w a n d w h e n t o s e e k s u p p o r t.
H e a	H e a

I t h y e a t i n g	th y di et a n d n ut ri ti o n al c o nt e nt ; a h e al th y re la ti o n s hi p w it h fo o d; pl a n ni n g m e al s; ri s k s li n k e d to p o or di et , to ot h d e
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Statutory area	Content included by the end of primary
	c a y a n d a l c o h o l .

D r u g s , a l c o h o l , t o b a c c o a n d v a p i n g	F a c t s a n d r i s k s c o n c e r n i n g l e g a l a n d i l l e g a l h a r m f u l s u b s t a n c e s, i n c l u d i n g s m o k i n g, v a p i n g, a l c o h o l , d r u g s
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S t a t u t o r y a r e a	C o r e c o n t e n t i n c l u d e d b y t h e e n d o f p r i m a r y
	a n d n i c o t i n e p r o d u c t s s u c h a s n i c o t i n e p o u c h e s.

H e a l t h p r o t e c t i o n a n d p r e v e n t i o n	E a r l y s i g n s o f i l l n e s s ; s u n s a f e t y ; g o o d - q u a l i t y s l e e p a n d s c r e e n s ; o r a l h y g i e n e a n d f l u o r i d e ; p e r s o n a l h y g i e n e a
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	n d g er m s; fa ct u al sc ie nt ifi c te a c hi n g a b o ut v a c ci n at io n a n d i m m u ni s at io n.
P e r s o n a l s a f e t y	R e c o g ni si n g a n d re du ci n g h a z ar d s, in

	cl u di n g fir e; ro a d, ra il w a y, le v el - cr o ss in g a n d w at er s af et y, in cl u di n g th e w at er s af et y c o d e.
B a s i c f i r s t a i d	M a ki n g a n ef fi ci e nt e m er g e

	n c y c a l a n d r e p o r t i n g r a t h e r t h a n f i l m i n g i n c i d e n t s; b a s i c r e s p o n s e s t o c o m m o n i n j u r i e s a n d a i l m e n t s, i n c l u d i n g h
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S t a t u t o r y a r e a	C o r e c o n t e n t i n c l u d e d b y t h e e n d o f p r i m a r y
	e a d i n j u r i e s.

D e v e l o p i n g b o d i e s	G r o w t h , t h e h u m a n l i f e c y c l e a n d p u b e r t y ; c o r r e c t n a m e s i n c l u d i n g p e n i s , v u l v a , v a g i n a , t e s t i c l e s , s c r o t u m a n d n i p l e
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	s; p r i v a c y a n d b o u n d a r ie s; m e n st r u a l c y cl e a n d p h y si c al a n d e m ot io n al c h a n g e s b ef or e p er io d s m a y b e gi n.
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Appendix 3: Parent request to withdraw from non-statutory Sex Education

Parents may use this form or write separately to the Headteacher. A request is not required for statutory Relationships Education, Health Education or science because withdrawal is not available from those subjects.

Information		Record
Pupil name		
Class / year group		
Parent / carer name		

N o n - s t a t u t o r y S e x E d u c a t i o n l e s s o n (s) o r c o n t e n t f r o m w h i c h w i t h d r a w a l i	
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I n f o r m a t i o n	R e c o r d
s r e q u e s t e d	

R e a s o n o r p o i n t s t h e p a r e n t / c a r e r w o u l d l i k e t h e s c h o o l t o u n d e r s t a n d (o p t	
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Information Record	
ion al)	
D a t e r e q u e s t r e c e i v e d	

I n f o r m a t i o n	R e c o r d
M e e t i n g o f f e r e d / h e l d a n d n o t e s r e c o r d e d	

I n f o r m a t i o n	R e c o r d
A l t e r n a t i v e p u r p o s e f u l e d u c a t i o n a r r a n g e d	

Information Record	
Head teacher decision and date	
Parent / carer informed	

Appendix 4: Key national sources

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance (revised guidance effective 1 September 2026).
- Department for Education, Keeping Children Safe in Education 2026.
- HM Government, Working Together to Safeguard Children.
- Department for Education and Department of Health, SEND Code of Practice: 0 to 25 years.
- Equality Act 2010 and Equality and Human Rights Commission technical guidance for schools.
- National Curriculum in England: science, computing and physical education programmes of study.