THE WHITE HILLS PARK TRUST

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

Primary Schools

July 2026

Version control

Scope:	**Applicable to all Trust Schools and the Executive Team**
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Statutory or non-statutory:	**Statutory**
Author/Reviewer:	**Claire Shaw CEO**

Introduction

Children need the knowledge and skills that will enable them to make informed and ethical decisions about their well-being, health and relationships. High quality, evidence-based teaching of relationships, sex and health education, (RSHE)can help prepare children for the opportunities and responsibilities of adulthood. RSHE can also promote their moral, social, mental and physical development. High quality RSHE teaching will enable children to develop positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness, The effective delivery of the RSHE curriculum will support the prevention of harms by helping children to understand and identify when things are not right.

At The White Hills Park Trust, we believe that every young person has the right to receive high-quality Relationships Education, Relationships and Sex Education and Health Education that enables them to:

- Understand the skills and knowledge that form 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 safe.
- Be prepared for more complex RSHE curriculum content at secondary school.
- Understand that families of many forms provide a nurturing environment for children.
- Understand how to keep themselves and others safe and to recognise how to recognise and report risks and abuse, including online.
- Understand that bullying can include the use of derogatory terms relating to sex, race, disability or sexual orientation.
- Know how to seek advice and raise concerns.
- Understand that being a victim of abuse is never the fault of the child.

Our curriculum is rooted in dignity, inclusion, safeguarding and evidence-informed practice. It reflects our commitment to ensuring every child leaves our schools equipped not only

with academic success but with the knowledge, character and confidence to lead healthy, safe and fulfilling lives.

Relationship to other Policies and Publications

Keeping children safe in education 2025: part one information for all school and college staff

https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

SEND code of practice: 0 to 25 years - GOV.UK

Early years foundation stage (EYFS) statutory framework - GOV.UK

National curriculum in England: citizenship programmes of study - GOV.UK

Behaviour in schools - GOV.UK

Technical guidance for schools in England | EHRC

Alternative provision - GOV.UK

Mental health and behaviour in schools - GOV.UK

Promoting children and young people's mental health and wellbeing - GOV.UK

Domestic Abuse Statutory Guidance

Preventing bullying - GOV.UK

Teaching online safety in schools - GOV.UK

Guidance | EHRC

Advice template (Promoting Fundamental British Values as part of SMSC in Schools)

Guidance for Schools and Colleges: Gender Questioning Children - Department for Education - Citizen Space (Currently in draft, to be finalised after consultation)

Policy Development

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

- Staff consultation
- Parent/stakeholder consultation (including access to curriculum materials)
- Student consultation
- Local governing Body consultation

- Education Standards Consultation
- Trust Board approval of the RSHE policy

Delivery of RSE and RSHE (Primary)

RSHE will be taught through a whole school approach to wellbeing and positive relationships. The curriculum will be supported by other school policies including behaviour and safeguarding.

Sex education is not compulsory in primary schools, but it is recommended that children in years 5 and 6 are taught sex education, in line with content about conception and birth, which forms the national curriculum for science.

Families and People Who Care for Me

Curriculum content:

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 recognised 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

Curriculum content:

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.

Curriculum content:

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

Curriculum content:

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 (currently 13), 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

Curriculum content:

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.

Health and Wellbeing Education (Primary)

In our primary schools we teach the benefits and importance of physical activity, good nutrition and sufficient sleep to promote good learning and support emotional awareness.

General Wellbeing

Curriculum content:

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

Curriculum content:

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

Curriculum content:

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

Curriculum content:

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, Tobacco and Vaping.

Curriculum content:

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

Curriculum content:

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 Curriculum

Content:

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

Curriculum content:

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

Curriculum content:

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.

Parents/Carers Right to Withdraw

Parents do not have the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum including topics related to puberty or sexual reproduction.

If a primary school provides sex education, headteachers must automatically grant a request to withdraw a pupil form it, other than the content taught as part of the science curriculum.

Commented [CS1]: Please amend according to your RSE curriculum.

Headteachers and leaders in schools will discuss the request to withdraw with parents and carers, and if appropriate, with the student, to understand the request.

The school will provide appropriate education during the period of withdrawal.

Equality

We will comply with the relevant requitements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) when delivering the RSHE curriculum.

For children with special educational needs and disabilities (SEND), teaching will be adapted and personalised.

Diversity, Equity and Inclusion Statement.

The White Hills Park Trust is committed to fostering a diverse, inclusive and equitable learning environment where every student is valued and respected.

Religion and Belief

The White Hills Park Trust is sensitive and respectful of the religious background of our students, and we will comply with the relevant provision of the Equality Act 2010, under which religion or belief are protected characteristics.

Please provide information here about your RSHE curriculum and monitoring, evaluation and review statements.