

Relationships, Sex and Health Education Policy

Draft

TUDOR PRIMARY SCHOOL

Produced: June 2026
Authored by: Jennifer Wood
Approved by: _____
To be reviewed: June 2028

Introduction

This policy sets out Tudor Primary's approach to the content and organisation of the Relationships, Sex and Health Education in accordance with the Department of Education's 2025 statutory guidance. The policy was developed in consultation with the governors, staff, parents, and pupils of Tudor Primary. The policy will be reviewed on a bi-annual basis in consultation with governors, staff, parents and pupils of Tudor Primary, or sooner depending on changes to statutory information and guidance.

Relationships and Health Education

Relationships and Health education is a statutory part of the curriculum. The aim of Relationships education is to teach children the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of the education to grow into kind, caring adults, who have respect for others and know how to keep themselves and others safe. The aim of Health education is to enable pupils to make good decisions about their health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

Below is a table of key focuses for children to have met by the end of primary school:

Relationships Education	Health Education
Families and people who care for me	General wellbeing
Caring friendships	Wellbeing online
Respectful, kind relationships	Physical health and fitness
Online safety and awareness	Healthy eating
Being safe	Drugs, alcohol, tobacco and vaping
	Health, protection and prevention
	Personal safety
	Basic first aid
	Developing bodies

Please see appendix 1, on page 8 for more information about the statutory content.

Curriculum

Tudor Primary's curriculum is driven by a clear thematic map. The vast majority of the curriculum is linked to the themes that are taught on a two-year cycle. However, the coverage of this area of children's learning is taught separately to the Tudor thematic curriculum map. At Tudor, we follow the Coram Life Education (SCARF) programme. This programme of study enables pupils from Nursery to Year 6 to cover the same six themes each year, ensuring there is clear progression every year. The themes are: Me and my relationships; Valuing differences; Keeping safe; Rights and respect; Being my best and Growing and Changing.

Me and My Relationships:

Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

Valuing Difference:

Includes a strong focus on British Values, supporting children to develop respectful relationships with others, recognising bullying and knowing their responsibilities as a bystander.

Keeping Myself Safe:

Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

Rights and Responsibilities:

Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older.

Being My Best:

Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resilience, setting goals and ways to achieve them

Growing and Changing:

Has age-appropriate plans to cover the physical and emotional changes that happen as children grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and one sex education lesson is included for year 6.

Please see appendix 2, page 13 for more information about the age specific learning.

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

The content for each theme is also shared with parents/carers through termly letters, which outline the specific learning taking place within each year group. The school can provide opportunities for the parents/carers to access the lesson resources. These termly letters also create opportunities for parents/carers to help children understand and reinforce what they learn in school in a way that reflects the family's values and experiences.

Please see appendix 3, page 14 for an exemplar parent letter.

Teaching of RSHE

Relationships and Health education is a statutory part of the of curriculum in primary schools and at Tudor it is taught within a wider PSHE curriculum so our pupils can develop the knowledge, confidence, emotional wellbeing, and relationship skills they need to stay safe, healthy, respectful, and prepared for life both in and beyond school. Each week, teachers deliver dedicated stand-alone PSHE lessons as we believe it to be a fundamental part of their learning. Lessons are delivered by class teachers or PPA staff to create a safe, trusting environment where sensitive topics can be discussed openly. This consistency also helps ensure that learning is reinforced day-to-day, linked to wider classroom experiences.

A range of teaching methods are used within the lessons such as: discussion, role play, media clips and visual representations. The learning is captured through the use of class floor-books.

As well as our PSHE lessons, we also have external workshops provided by SCARF, who deliver focused workshops linked to a range of topics such as: Physical and Health and Wellbeing; Mental Wellbeing and Online Behaviours. These workshops provide specialist knowledge in an engaging and memorable manner.

Supporting Children with SEND

At Tudor, we endeavour to ensure every pupil, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. In lessons, we ensure that pupils with additional are supported and lessons are adapted to overcome possible barriers in a variety of ways, including:

- Multi-sensory approaches to teaching and learning
- Use of visual aids eg: picturised vocab mats
- Over learning opportunities
- Additional adult support
- Use of learning partners
- Have a variety of resources and materials available to all
- Tasks and activities being simplified/adjusted as required
- Questioning being simplified/adjusted as required
- Alternative ways to record ideas eg: voice recorders/scribing/group discussion

Monitoring and Evaluation

The delivery of RSHE is monitored by the PSHE subject lead and SLT. Planned coverage is highlighted on the termly overviews within each year group and this highlights when the content is delivered to ensure all statutory requirements are being met. Pupils' development in RSHE is monitored by both the class teachers and subject lead. Teachers complete weekly lesson feedback forms (as apart of a whole school policy) that shares more individualised formative assessment information. As well as feedback forms, teachers also complete termly summative assessment via the school's data tracker tool.

Sex Education

At Tudor Primary, we believe that it is important for both boys and girls to be prepared for the changes that adolescence brings and to be physically and emotionally prepared and ready for the transition to secondary school.

In Year 6, pupils explore the relationship between loving, committed relationships and conception. They will take part in a sequence of lessons leading to a standalone Sex Education lesson, where they will develop an age-appropriate understanding of conception, pregnancy and birth.

During these lessons, children may ask questions about topics in sex education and it is important that the child feels listened to. To support, teachers they will use the 'How to answer questions that go beyond the planned curriculum?' flow chart (see appendix 4, page 15 for more information). They will answer pupils' questions in an age-appropriate manner, taking account of safeguarding responsibilities, the school's curriculum and parental wishes. Where questions relate to content beyond the primary curriculum, teachers will encourage pupils to discuss these matters with their parents/carers and provide a factual, age-appropriate response where necessary for safeguarding reasons.

At Tudor, a letter will be sent to parents and carers before this content is taught. The letter will provide details of the topics being covered, information on how to access the teaching materials, and guidance to support conversations about sex education at home.

Parents/carers do not have the right to withdraw their child from Relationships and Health education as this a statutory part of the curriculum. However, parents/carers do have a legal right to withdraw their child from the dedicated 'sex education' lesson if they wish, which is taught in Summer Two term of Year 6. Requests for withdrawal should be put in writing and addressed to the headteacher.

Links with other policies/guidance:

This RSHE policy is linked to a number of other policies and Tudor Primary Guidance. The Policies include:

- Equality at Tudor Primary
- How we to PSHE and RSHE at Tudor
- Anti-Bullying Policy
- Child Protection Policy
- Behaviour for Learning Policy
- Online Safety Policy
- Safeguarding and Child Protection
- SMSC Education at Tudor

Appendix 1

Relationships education: content to be covered by the end of Primary School

<p>Families and people who care for me</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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.
<p>Caring Friendships</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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
<p>Respectful, kind relationships</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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.

	<p>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.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>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.</p> <p>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.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>
<p>Online Safety and Awareness</p>	<p>Curriculum content:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Being Safe</p>	<p>Curriculum content:</p> <p>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.</p> <p>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.</p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>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.</p>

	<p>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>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.</p> <p>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.</p>
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Primary health and wellbeing: content to be covered by the end of Primary School

General wellbeing	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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.

	<p>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.</p> <p>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</p> <p>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</p> <p>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</p> <p>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.</p> <p>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</p> <p>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</p> <p>10. That they have rights in relation to sharing personal data, privacy and consent.</p> <p>11. Where and how to report concerns and get support with issues online</p>
Physical Health and Fitness	<p>Curriculum content:</p> <p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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.</p> <p>3. The risks associated with an inactive lifestyle, including obesity.</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>Curriculum content:</p> <p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. Understanding the importance of a healthy relationship with food.</p> <p>3. The principles of planning and preparing a range of healthy meals.</p> <p>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).</p>
Drugs, alcohol, tobacco and vaping	<p>Curriculum content:</p> <p>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.</p>
Health protection and prevention	<p>Curriculum content:</p> <p>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>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.</p> <p>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 checkups at the dentist.</p>

	<p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>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.</p>
Personal Safety	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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	<p>Curriculum content:</p> <ol style="list-style-type: none"> 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.

Appendix 2

A comprehensive set of age-appropriate lesson plans within SCARF online SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

Nursery/reception: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old; understanding their privates are private, which helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

Year 1: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

Year 2: recognising that genitals are private and their correct names; looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

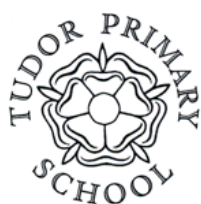
Year 3: introduces themes about change, including bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

Year 4: builds on the themes covered in previous years, looking closely at body changes as they approach and move through puberty including: basic understanding of menstruation; physical changes for both boys and girls; and dealing with emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

Year 5: builds on the themes covered previously and in greater depth, looking more closely at: body changes during puberty including menstruation in more detail and dealing with feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying; how to keep their personal information private online (and why this is important), and how to use social media safely.

Year 6: builds on and reinforces all the themes of the previous years including a more in depth look at physical and emotional changes during puberty for both boys and girls; and with new content built into the lesson plans looking at: body image and the media; managing pressure online and one sex education lesson

Appendix 3



**Redwood Drive
Hemel Hempstead
Herts HP3 9ER**
Headteacher: Rob Weightman
Telephone: 01442 256294
Email: admin@tudor.herts.sch.uk



PSHE

Dear Parent/Carers,

For PSHE in the Autumn term we are going to be covering the topics:

*Me and My Relationships
Valuing Differences*

As part of your child's weekly lessons, they will explore these topics in more detail. The lessons will cover a variety of learning:

Year 1	Year 2
<ul style="list-style-type: none">- understanding the importance of class rules and how they keep us safe- understanding how our bodies react to how we might feel- understanding how to be a kind friend- the importance of the special people in our lives- understand that they belong to various groups and communities- recognising, valuing and celebrating differences	<ul style="list-style-type: none">- understanding the importance of schools rules- understanding how to deal with our emotions- identify different type of bullying and how to get help- how to treat others fairly- recognise and understand how to deal with feelings- identifying the people around us who help us- celebrating, respecting and valuing differences between people

By providing you with this information, it will allow you to support your child to discuss these topics in a way that reflects their own values and experiences. For further information, please see our PSHE page, which can be found under 'curriculum' on our school website. If you have any questions in relation to the term's learning or would like to see lesson resources, please do not hesitate to speak to your class teacher.

Yours Sincerely

Jennifer Wood (PSHE Lead)

Appendix 4

