



Montgomery Primary School

Relationships Health & Sex Education Policy

Approved by:

The governing board of Montgomery Primary School

Adopted on:

14th September 2026

Next review due by:

2030

Introduction

This policy should be read in conjunction with the existing Equality, Accessibility, SEND and Behaviour policies.

At Montgomery Primary School, we believe the purpose of Relationship Health and Sex Education (RSHE) is to assist young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

Definition Relationships Health and Sex Education

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

RSHE is not about the promotion of sexual activity.

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, schools can support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. Schools can support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in primary.

Definition of Health Education

The focus of health education in primary school is on teaching the characteristics of good physical health and mental wellbeing. Pupils will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and given pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This will enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Statutory Requirements for Relationships Education KS1-KS2

Families and people who care for me	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.
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	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	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	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	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	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.
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Statutory Requirements for Health Education KS1-KS2

Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom 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) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise 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, vigorous exercise - the risks associated with an inactive lifestyle (including obesity) - how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	- what constitutes a healthy diet (including understanding calories and other nutritional content) - the principles of planning and preparing a range of healthy meals - 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 and tobacco	- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - the facts and science relating to allergies, immunisation and vaccination
Basic first aid	- how to make a clear and efficient call to emergency services if necessary - concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	Pupils should know:

	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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As part of the curriculum children will learn at age appropriate level about sexism, misogyny, homophobia sexual harassment, and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. We will ensure pupils understand the importance of challenging harmful beliefs and attitudes and they understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff will challenge the ideas and support individuals to have the knowledge and understanding surrounding these areas.

Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. **Sex education is not compulsory in primary schools.**

The national curriculum for science already includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. However, as a school, we have chosen to teach some aspects of sex education as part of a programme tailored to the age and the physical and emotional maturity of the pupils we teach. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. We feel it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

Right to withdraw

Parents **cannot** withdraw their child from Relationships or Health Education because it is statutory and important that all children receive the content, covering topics such as friendships and how to stay safe. However, if parents do not want their child to take part in some or all of the lessons on Sex Education, they must ask that they are withdrawn and the head teacher must grant this request.

Managing difficult questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. In this situation the school will offer support to the child and will ask a pupil to speak to their parents or a trusted adult, or make direct contact with parents/ carers offering support or signposting to support services where needed. It is recognised that children whose questions go unanswered might instead turn to inappropriate sources of information, including online and it is much better if they can have the open discussion with their trusted adults at home.

Programme of study Years 1-6 – 1decision

1decision provides a comprehensive and engaging PSHE curriculum which fully meets the need of every child.

In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.

Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.

SEE APPENDIX 1 FOR PROGRAMME OF DELIVERY FOR 1DECISION

Programme of study EYFS

PSHE is a main strand of teaching for EYFS. PSHE knowledge and skills objectives are woven throughout the school year and are covered through themes of learning.

SEE APPENDIX 2 FOR THE MONTGOMERY EYFS PROGRESSION OF SKILLS.

Roles and Responsibilities

The governing board

The governing board has delegated the approval of this policy to the headteacher.

Monitoring and evaluation

This policy will be reviewed every year and the effectiveness of the programme will be monitored by the Governors, taking into full account the views of parents, pupils and staff.

The Headteacher

The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE.

The PSHE lead

The PSHE lead is responsible for ensuring that RSHE is taught consistently across the school. In addition, they will monitor and evaluate progress of children across the school in this subject by completing book scrutinies, learning walks and pupil voice surveys. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher and PSHE lead.

Equalities

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects ((DfE, RSE, 2019).

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSHE and Health Education will be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities (SEND) who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility in our school.

Tailored content and teaching of these subjects will be delivered to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, our school will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Religious character and belief

Our school understands the importance of different faiths and community groups in the teaching of these subjects. The religious background of all pupils will be taken into account when planning and teaching so that the topics that are included in the core content are appropriately handled.

Appendices

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

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education>

Understanding Relationships and Health Education in your child's primary school: a guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

1decision progression route Year 1 – Year 6

<https://www.1decision.co.uk/images/1decision-progression-route-2019.pdf>

1decision mapping document

<https://schools.1decision.co.uk/images/How-It-Works/1decision-pshe-programme-of-study-v2.pdf>

Appendix 1

Suggested topic delivery overview - Year by Year Breakdown

Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE Assessment - Baseline Road Safety	KEEPING/STAYING SAFE Tying Shoelaces	KEEPING/STAYING SAFE Staying Safe Leaning Out of Windows Assessment - Summative	KEEPING/STAYING SAFE Assessment - Baseline Cycle Safety	KEEPING/STAYING SAFE Peer Pressure Adults' & Children's Views	KEEPING/STAYING SAFE Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY Assessment - Baseline Washing Hands	KEEPING/STAYING HEALTHY Healthy Eating Brushing Teeth	KEEPING/STAYING HEALTHY Medicine Assessment - Summative	KEEPING/STAYING HEALTHY Assessment - Baseline Healthy Living	KEEPING/STAYING HEALTHY Smoking Adults' & Children's Views	KEEPING/STAYING HEALTHY Alcohol Assessment - Summative
RELATIONSHIPS Assessment - Baseline Friendship	RELATIONSHIPS Bullying Body Language	RELATIONSHIPS Touch Assessment - Summative	GROWING AND CHANGING Assessment - Baseline Appropriate Touch (Relationships)	GROWING AND CHANGING Puberty Adults' & Children's Views	GROWING AND CHANGING Conception Assessment - Summative
BEING RESPONSIBLE Assessment - Baseline Water Spillage	BEING RESPONSIBLE Practice Makes Perfect Helping Someone in Need	BEING RESPONSIBLE Stealing Assessment - Summative	BEING RESPONSIBLE Assessment - Baseline Coming Home on Time	BEING RESPONSIBLE Looking Out for Others Adults' & Children's Views	BEING RESPONSIBLE Stealing Assessment - Summative
FEELINGS AND EMOTIONS Assessment - Baseline Jealousy	FEELINGS AND EMOTIONS Worry Anger	FEELINGS AND EMOTIONS Grief Assessment - Summative	FEELINGS AND EMOTIONS Assessment - Baseline Jealousy	FEELINGS AND EMOTIONS Anger Adults' & Children's Views	FEELINGS AND EMOTIONS Worry Assessment - Summative
COMPUTER SAFETY Assessment - Baseline Online Bullying	COMPUTER SAFETY Image Sharing Computer Safety Documentary	COMPUTER SAFETY Making Friends Online Assessment - Summative	COMPUTER SAFETY Assessment - Baseline Online Bullying	COMPUTER SAFETY Image Sharing Adults' & Children's Views	COMPUTER SAFETY Making Friends Online Assessment - Summative
OUR WORLD Assessment - Baseline Growing In Our World	OUR WORLD Living In Our World Working In Our World	OUR WORLD Looking After Our World Assessment - Summative	THE WORKING WORLD Assessment - Baseline Chores at Home	THE WORKING WORLD Enterprise Adults' & Children's Views	THE WORKING WORLD In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative					
A WORLD WITHOUT JUDGEMENT British Values Assessment - Summative					

Reception Autumn 1 st half term	Objectives woven throughout the year:	Super me! Autumn	Healthy eating: Y2 spring 1 Children will learn about
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	See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes Super me! See themselves as a valuable individual. Manage their own needs. - personal hygiene - healthy eating – toothbrushing - sensible amounts of 'screen time - having a good sleep routine. -Recognise that people have different beliefs and celebrate special times in different ways. (Diwali)	Starting School Timetable Superhero Toothbrush toothpaste Celebrations Harvest Diwali		making healthy choices. They will learn about what affects food can have on our bodies. Brushing teeth- Y3 • understand why we need to brush our teeth • be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy
Reception Autumn 2nd half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Fantastic Families • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. -Recognise that people have different beliefs and celebrate special times in different ways. (Christmas)	Fantastic families Past Present Grandparents Families Homes Celebrations Christmas Hanukkah		In KS2 pupils will learn through the World Without Judgement units of work about how people are different and about different beliefs. They will learn how to identify positive attributes in people and why being different is ok. They will learn the importance of diversity and equality.

Reception Spring 1 st half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes			
Reception Spring 2 nd half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes -Recognise that people have different beliefs and celebrate special times in different ways. (Easter story)	Celebrations Holi Easter		In KS2 pupils will learn through the World Without Judgement units of work about how people are different and about different beliefs. They will learn how to identify positive attributes in people and why being different is ok. They will learn the importance of diversity and equality.
Reception Summer 1 st half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally	Celebrations Eid		In KS2 pupils will learn through the World Without Judgement units of work about how people are different and about different beliefs. They will learn how to identify positive attributes in people and why

	• Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Recognise that people have different beliefs and celebrate special times in different ways. (Eid)			being different is ok. They will learn the importance of diversity and equality.
Reception Summer 2 nd half term	Objectives woven throughout the year: See themselves as a valuable individual. • Build constructive and respectful relationships • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. - regular physical activity • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes			