



Relationships and Sex Education Policy

This policy applies to Steephill School, including the EYFS setting.

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Relationships and Sex Education Policy:

Steephill School takes its responsibility to provide relevant, effective and responsible Relationships and Sex Education (RSE) to all pupils as part of the PSHE curriculum very seriously. The school aims to ensure that parents and pupils feel confident that RSE is delivered at a level appropriate to age and development and that pupils feel safe to express opinions and concerns. This policy has been updated to fully reflect the statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, effective 1 September 2026).

The policy is drafted by the Curriculum Lead and PSHE/RSE Lead in consultation with DSLs, parents and governors. Parents are invited to discuss the policy at parents' evenings and through our annual RSE workshop. Teaching and non-teaching staff contribute through training sessions. The governing body reviews and approves this policy annually.

Definition and aims of Relationships and Sex Education:

RSE is lifelong learning about physical, moral, emotional and social development. It includes teaching about relationships, families, growing up, puberty, reproduction and personal safety, including online safety. It also includes teaching about healthy, respectful relationships, the importance of stable and caring relationships and the development of emotional literacy and resilience.

RSE at Steephill School teaches children about the diversity of families and relationships, including marriage, civil partnerships and other family structures. Lessons promote understanding and respect for all, in line with our commitment to equality and inclusion.

The school emphasises that providing comprehensive RSE does not encourage early sexual activity. Instead, it ensures pupils have the knowledge and skills to make informed, safe and responsible choices as they grow.

The curriculum aims to raise pupils' self-esteem and confidence, develop communication and assertiveness skills and help pupils stay true to their values when faced with peer pressure or online influences. Pupils learn to respect the beliefs, cultures, religions, sexual orientations, physical abilities, neurodiversity and backgrounds of others. They are taught to care for and respect their bodies and to seek information or support when needed.

The curriculum is inclusive and meets the needs of all children, including those with SEND.

Through our RSE provision, pupils develop knowledge of different types of relationships, the ability to identify concerns within relationships, coping strategies and awareness of how to seek support, understanding of their rights and responsibilities, awareness of the process of growing up, and understanding of the characteristics of positive relationships. They also learn how to stay safe online, recognise harmful or misleading online content and understand how digital behaviour can affect wellbeing.

Roles and responsibilities:

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002 and Academies Act 2010, all schools must provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

It is important that all staff feel confident delivering PSHE and RSE. The school provides regular professional development on confidentiality, setting ground rules, handling sensitive issues, responding to questions, online safety, harmful online content, misogyny, digital influence and the rationale for teaching RSE. Certain members of the leadership team, including the Curriculum Lead, RSE Lead and SENCO, hold additional responsibility for ensuring that provision is relevant and effective, but all staff contribute to the delivery and development of RSE.

Documents informing this policy include the Safeguarding Policy, *Relationships Education, Relationships and Sex Education and Health Education* (DfE, 2026), and *Keeping Children Safe in Education* (2025).

Governors and Senior Leaders will:

Governors and senior leaders develop and review this policy annually in consultation with parents, pupils and staff. They ensure that staff receive regular training on RSE, including online safety, harmful sexual content, misogyny, digital behaviour and safeguarding. They ensure staff are familiar with policy changes and statutory requirements and provide support to staff who feel unprepared or uncomfortable delivering aspects of RSE.

Leaders ensure that RSE is age-appropriate and develops progressively across year groups. They ensure that accurate scientific vocabulary for external genitalia is taught from KS1 onwards, in line with safeguarding best practice. They ensure that online safety and digital behaviour are embedded throughout the curriculum and that pupils are taught how to recognise harmful online content, including discriminatory or misogynistic messages.

Leaders ensure that parents are involved in the development of the curriculum and that teaching materials are available for parents to view. They ensure that personal beliefs do not prevent the delivery of a balanced curriculum and that communication between staff, parents and governors is open and responsive.

All staff will:

Staff ensure they are up to date with the RSE policy and curriculum and attend professional development. They create safe classroom environments with clear ground rules and encourage pupils to communicate concerns. Staff maintain confidentiality appropriately and follow safeguarding procedures when necessary.

Staff provide feedback to leaders on curriculum delivery and pupil response. They ensure personal beliefs do not influence teaching and adapt lessons to meet the needs of all pupils, including those with SEND. Staff teach accurate scientific vocabulary and ensure pupils understand how to stay safe both offline and online.

Pupils

Pupils are expected to attend RSE lessons and take them seriously. They are encouraged to listen respectfully, consider others' feelings and beliefs and follow confidentiality rules. Pupils are encouraged to speak to staff in confidence about concerns. Staff may share concerns with the DSL if there is a safeguarding issue.

Pupil feedback is collected annually and informs curriculum development.

Parents

Parents share responsibility for supporting their child's personal development. The school encourages open communication at home and offers support where needed. Parents are provided with access to RSE curriculum content and teaching materials and are consulted on significant changes. Parents may withdraw their child from non-statutory sex education (Year 6 conception lesson) after discussion with the Headteacher.

Implementation and curriculum

The RSE policy is implemented consistently throughout the school. Lessons are tailored to the needs of each class and responsive to pupils' development. The curriculum explores attitudes, values and social norms and develops skills to make informed decisions about relationships and personal safety.

Pupils learn to distinguish fact, opinion and belief. They are taught how to recognise harmful online content, including discriminatory or misogynistic messages, unrealistic portrayals of relationships, pressure or coercion, and online grooming. Accurate scientific vocabulary is taught progressively from KS1.

We teach the legal facts about biological sex and gender reassignment as protected characteristics. Staff do not teach contested views as fact, including the idea that everyone has a gender identity, and avoid suggesting that social transition is a simple or straightforward response to distress.

Documents that inform the school's Relationships Education Policy include:

- Safeguarding Policy
- Relationships Education, Relationships and Sex Education and Health Education (2019)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2024)

Governors and Senior Leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.

- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to April Hannan, the PSHE/RSE subject lead, or Cerise Maloney who is the Curriculum lead.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their line managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the SENCO, Claire Ross.

Pupils

Pupils are expected to attend RSE lessons that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of

the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the designated safeguarding lead or manager, in line with our Child Protection Policy if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by the Senior Leadership Team and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

We expect parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE and RSE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Implementation and curriculum

The RSE policy is implemented consistently throughout the school. Lessons are tailored to the needs of each class and responsive to pupils' development. The curriculum explores attitudes, values and social norms and develops skills to make informed decisions about relationships and personal safety.

Pupils learn to distinguish fact, opinion and belief. They are taught how to recognise harmful online content, including discriminatory or misogynistic messages, unrealistic portrayals of relationships, pressure or coercion and online grooming. Accurate scientific vocabulary is taught progressively from KS1.

Teaching includes key legal concepts such as the Online Safety Act, the age of criminal responsibility, and the principle of Gillick competence to ensure pupils understand their rights, responsibilities and protections. Additionally, pupils are taught personal safety, including water safety, road safety and railway safety, to help them recognise everyday risks and keep themselves safe. This is delivered through explicit teaching (lessons from the PSHE association), assemblies (CUSP and Picture News) and external speakers. Pupils are able to recognise misinformation, disinformation and conspiracy theories as safeguarding harms, in line with KCSIE (2025, paragraph 135), and to think critically about online content.

Tone and language

We use positive, non-stigmatising language that promotes healthy norms and avoid wording that could normalise harmful behaviour, including gendered language that risks implying male violence or unfairly stereotyping boys.

Who does what?

Year Group	Content
Year 1	My special people
Year 2	We are growing human life cycle Everybody's body
Year 3	What makes a good friend? Falling out with friends
Year 4	Time to change Personal hygiene
Year 5	Menstruation and wet dreams Emotions and feelings
Year 6	Puberty: recap and review Puberty: change and becoming independent Positive and healthy relationships How a baby is made

	Overview of lessons	
	Relationships and Sex Education	
	Learning Objectives	Intended Learning Outcomes
Year 1 My special people	about the special people in our lives and how we care for one another	- identify our own special people - explain what makes them special to us and why they are important in our lives - describe the different ways our special people care for us - recognise how we can care for them in return

Year 2 We are growing: human life cycle	• about how we change as we grow	• recognise the main stages of the human life cycle (baby, child, adult) • recognise that the process of growing takes time and describe what changes when people grow from young to old • identify ways we are more independent now than when we were younger • describe our feelings about growing and changing • learn the correct scientific names for external genitalia.
Year 2 Everybody's body	• about the differences and similarities between people	• describe similarities and differences between ourselves and others • challenge simple stereotypes about boys and girls • recognise and use the correct names for main parts of the body
Year 3 What makes a good friend?	• about friendship – why it is important and what makes a good friend	• recognise the different types of friendships that are important to us (e.g.: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what makes a good friendship and what is most important in a friendship
Year 3 Falling out with friends	• how to maintain good friendships about • solving disagreements and conflict amongst themselves and their peers	• identify what helps maintain friendships describe feelings when • disagreements and conflict occur • identify what can help if there are friendship problems • demonstrate strategies for solving arguments with peers

Year 4 Puberty: time to change	about some of the physical changes experienced during puberty	- identify some of the physical changes that happen to bodies during puberty - explain that puberty begins and ends at different times for different people use scientific vocabulary for external male and female body parts/genitalia
Year 4 Puberty: personal hygiene	- about the importance of personal hygiene during puberty to respond to - questions about puberty	- explain how and why it is important to keep clean during puberty - describe ways of managing physical change during puberty - respond to questions and give advice to others about puberty
Year 5 Puberty: menstruation and wet dreams	about the physical changes that happen to males and females during puberty	- to use scientific vocabulary for external and internal male and female body parts/genitalia - explain what happens during menstruation (periods) - explain what is meant by ejaculation and wet dreams
Year 5 Puberty: emotions and feelings	- how and why emotions may change during puberty about - getting appropriate help, advice and support about puberty	describe how emotions and relationships may change during puberty know where we can get the help and support we need in relation to puberty
Year 6 Puberty: recap and review	more about the changes that happen at puberty (recap from year 4 or 5)	- describe the physical and emotional changes that occur during puberty and suggest ways to manage them - identify what is important for young people to know about puberty - explain where to get help and support for puberty issues or worries

Year 6 Puberty: change and becoming independent	• about managing change - new roles and responsibilities as we grow up	• describe some of the changes that happen as someone grows up identify • the range of feelings associated with change, transition to secondary school, and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 Positive and healthy relationships	• about what constitutes a positive, healthy relationship • that relationships can change over time	• identify different kinds of loving relationships describe the qualities • that enable these relationships to flourish explain the importance of • mutual respect in close relationships • recognise how relationships may change or end and what can help to manage this • learn how to recognise harmful online content, including misogynistic messages, sexualised content, or attempts to pressure or coerce. • learn how to report concerns and how to seek help from trusted adults.
Year 6 How babies are made	• about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows)	• describe some of the features of loving relationships explain what is meant by • consent in a relationship describe how a baby is made explain what • pregnancy means, how long it lasts, • and where it occurs • learn that consent applies in all situations, including online communication, and that pressure or manipulation is never acceptable.

Our Relationships Curriculum: This is taught within PSHE lessons

	Overview of lessons	
	Learning Objectives	Intended Learning Outcomes
Year 1 Family and Relationships	Roles of different people; families; feeling cared for	- about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers - the role these different people play in children's lives and how they care for them - what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. - about the importance of telling someone — and how to tell them — if they are worried about something in their family
Safe relationships	Recognising privacy; staying safe; seeking permission	- about situations when someone's body or feelings might be hurt and whom to go to for help - about what it means to keep something private, including parts of the body that are private - to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) - how to respond if being touched makes them feel uncomfortable or unsafe - when it is important to ask for permission to touch others - how to ask for and give/not give permission - Pupils learn that people online may not always behave kindly and that they should tell a trusted adult if something online makes them feel unsure or uncomfortable. - Pupils know how to recognise unsafe behaviour online.

Respecting ourselves and others	• How behaviour affects others; being polite and respectful	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns
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Year 2 Family and Relationships	• Making friends; feeling lonely and getting help	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
Safe relationships	• Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use • learn the correct scientific names for external genitalia and

		understand that these parts are private. • understand that pressure or unkind behaviour can happen online and how to seek help.
Respecting ourselves and others	• Recognising things in common and differences; playing and working cooperatively; sharing opinions	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Year 3 Family and Relationships	• What makes a family; features of family life	• to recognise and respect that there are different types of families, including single parents, same-sex parents, stepparents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other
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		• about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe
Safe relationships	• Personal boundaries; safely responding to others; the impact of hurtful behaviour	• What is appropriate to share with friends, classmates, family and wider social groups including online about • what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • learn how to recognise unsafe or misleading online content, understand that people online may not always be who they say they are and know how to seek help from a trusted adult if something online makes them feel unsure or uncomfortable.
		• about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour
Respecting ourselves and others	• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	• to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful • behaviour in different situations e.g. at home, at school, online

		- the importance of self-respect and their right to be treated respectfully by others - what it means to treat others, and be treated, politely - the ways in which people show respect and courtesy in different cultures and in wider society
Year 4 Family and relationships	Positive friendships, including online	- about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies - to build positive friendships - how to seek support with relationships if they feel lonely or excluded - how to communicate respectfully with friends when using digital devices - how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know - what to do or whom to tell if they are worried about any contact online
Safe relationships	Responding to hurtful behaviour; managing confidentiality; recognising risks online	- to differentiate between playful teasing, hurtful behaviour and bullying, including online - how to respond if they witness or experience hurtful behaviour or bullying, including online
		- recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable - how to manage pressures associated with dares - when it is right to keep or break a confidence or share a secret - how to recognise risks online such as harmful content or contact

		• how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
Respecting ourselves and others	• Respecting differences and similarities; discussing difference sensitively	• to recognise differences between people such as gender, race, faith to • recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone • learn that some online content may promote unkind or discriminatory ideas, including negative messages about gender (including misogynistic messages) and understand how to report concerns. • understand that some people may pretend to be someone else online.
Year 5 Family and relationships	• Managing friendships and peer influence	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave, including online peer pressure. • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges

		• strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships • learn how online influencers or peers may encourage harmful stereotypes or pressure, and how to respond assertively and seek help.
Safe relationships	• Physical contact and feeling safe	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact
Respecting ourselves and others	• Responding respectfully to a wide range of people; recognising prejudice and discrimination	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

		• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
Year 6 Family and relationships	• Attraction to others; romantic relationships; civil partnership and marriage	• what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
Safe relationships	• Recognising and managing pressure; consent in different situations	• to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online

		• how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
Respecting ourselves and others	• Expressing opinions and respecting other points of view, including discussing topical issues	• about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

Our Health and Wellbeing Curriculum: This is taught within PSHE lessons

	Overview of lessons	
	Health and Wellbeing	
	Learning Objectives	Intended Learning Outcomes
Year 1 Physical health and Mental wellbeing	• Keeping healthy; food and exercise; hygiene routines; sun safety	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screenbased play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
Growing and changing	• Recognising what makes them unique and special; feelings; managing when things go wrong	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave

Keeping safe	• How rules and age restrictions help us; keeping safe online	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
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Year 2 Physical health and Mental wellbeing	• Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy that • medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
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Growing and changing	• Growing older; naming body parts; moving class or year	• about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
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Keeping safe	• Safety in different environments; risk and safety at home; emergencies	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
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Year 3 Physical health and Mental wellbeing	• Health choices and habits; what affects feelings; expressing feelings	• about the choices that people make in daily life that could affect their health to • identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful
Growing and changing	• Personal strengths and achievements; managing and reframing setbacks	• that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues

		• basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback,
		remembering what they are good at, trying again
Keeping safe	• Risks and hazards; safety in the local environment and unfamiliar places	• how to identify typical hazards at home and in school how to predict, assess • and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Year 4 Physical health and Wellbeing	• Maintaining a balanced lifestyle; oral hygiene and dental care	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what • good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
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Growing and changing	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	- how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty - key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams - strategies to manage the changes during puberty including menstruation
		- the importance of personal hygiene routines during puberty including washing regularly and using deodorant - how to discuss the challenges of puberty with a trusted adult - how to get information, help and advice about puberty
Keeping safe	Medicines and household products; drugs common to everyday life	- the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' - that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing - to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects - to identify some of the risks associated with drugs common to everyday life - that for some people using drugs can become a habit which is difficult to break - how to ask for help or advice

Year 5 Physical health and Wellbeing	• Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	• how sleep contributes to a healthy lifestyle healthy sleep strategies and • how to maintain them about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed and the principle of Gillick competence to ensure pupils understand their rights, responsibilities and protections • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment
Growing and changing	• Personal identity; recognising individuality and different qualities; mental wellbeing	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing

Keeping safe	Keeping safe in different situations, including responding in emergencies, first aid and FGM	- to identify when situations are becoming risky, unsafe or an emergency - to identify occasions where they can help take responsibility for their own safety - to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour - To learn the Online Safety Act and the age of criminal responsibility.
		- how to deal with common injuries using basic first aid techniques - how to respond in an emergency, including when and how to contact different emergency services - that female genital mutilation (FGM) is against British law¹ - what to do and whom to tell if they think they or someone they know might be at risk of FGM

Year 6 Physical health and Wellbeing	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	- that mental health is just as important as physical health and that both need looking after to recognise that - anyone can be affected by mental ill-health and that difficulties can be resolved with help and support - how negative experiences such as being bullied or feeling lonely can affect mental wellbeing - positive strategies for managing feelings - that there are situations when someone may experience mixed or conflicting feelings - how feelings can often be helpful, whilst recognising that they sometimes need to be overcome - to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
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		• identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed
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		• about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
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Growing and changing	• Human reproduction and birth; increasing independence; managing transitions	• to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
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		• identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life
Keeping safe	• Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	• how to protect personal information online to identify potential risks of • personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions • about what to watch, use or play • about the risks and effects of different drugs

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| | <ul style="list-style-type: none"> • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs. Pupils understand the health risks associated with nicotine and vaping. • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions |
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Delivery of Relationships Education:

Relationships Education at Steephill School is delivered primarily through our PSHE curriculum, with additional reinforcement through assemblies, circle time, pastoral support and wider school activities. Lessons are taught by class teachers who know the pupils well and can respond sensitively to their developmental needs. Staff create a safe, respectful learning environment with clear ground rules so that pupils feel confident to ask questions and express their thoughts appropriately.

Teaching is age-appropriate and builds progressively from EYFS to Year 6. Lessons are planned to reflect the maturity of the class and the needs of individual pupils, including those with SEND. Teachers use a range of approaches, including discussion, story-based learning, scenarios, role-play and opportunities for reflection. This ensures that pupils can explore ideas, practise skills and develop understanding in a supportive setting.

In line with the 2026 statutory guidance, Relationships Education includes explicit teaching about staying safe online, recognising harmful or misleading online content, understanding how digital behaviour affects wellbeing and knowing how to seek help if something online causes worry or confusion. Pupils learn that people online may not always be who they say they are and that they should speak to a trusted adult if they encounter anything that makes them feel uncomfortable. These messages are reinforced through our wider online safety curriculum and safeguarding practice.

In line with the 2026 statutory guidance, Relationships Education includes explicit teaching about staying safe online, recognising harmful or misleading online content, understanding how digital behaviour affects wellbeing and knowing how to seek help if something online causes worry or confusion. Pupils learn that people online may not always be who they say they are and that they should speak to a trusted adult if they encounter anything that makes them feel uncomfortable. These messages are reinforced through our wider online safety curriculum and safeguarding practice.

Teachers use correct scientific vocabulary for body parts from Key Stage 1 onwards, as this supports safeguarding, clarity and confidence. Lessons emphasise respect for personal boundaries, the importance of consent in all interactions, and the understanding that pressure, manipulation or coercion (whether in person or online) is never acceptable.

Resources used in lessons are carefully selected to ensure they are factual, inclusive, age-appropriate and aligned with statutory requirements. All materials are available for parents to view on the school website and the school is committed to transparency in how RSE is taught. Where external visitors contribute to lessons, they do so under the guidance and supervision of school staff and in line with this policy.

Teachers respond to pupils' questions honestly and sensitively, taking into account the age and maturity of the class. If a question is not appropriate to address in a whole-class setting, the teacher will explain this and may follow up individually or signpost the pupil to an appropriate adult. Staff follow safeguarding procedures if any disclosures or concerns arise during RSE lessons.

Relationships Education is inclusive of all pupils and reflects the diversity of families and relationships in modern Britain. Lessons promote respect for difference, challenge stereotypes and discriminatory attitudes and help pupils understand that everyone has the right to be treated with dignity and kindness. This includes teaching pupils how to recognise harmful gender stereotypes, including those they may encounter online, and how to challenge or seek help if they feel pressured or uncomfortable.

The delivery of Relationships Education is monitored by the PSHE/RSE Lead through lesson observations, planning reviews, pupil voice and staff feedback. This ensures that teaching remains consistent, high-quality and responsive to pupils' needs. The curriculum is reviewed annually to ensure it remains compliant with statutory guidance and reflects emerging safeguarding issues, including those related to online behaviour and digital influence.

Guest speakers

From time to time, the school may invite external visitors to support the delivery of Relationships Education. These visitors may include health professionals, safeguarding specialists or organisations with expertise in areas such as online safety or emotional wellbeing. All guest speakers are carefully selected to ensure that their contribution is age-appropriate, factual, inclusive and aligned with the aims of our RSE curriculum.

External visitors are never used to replace the role of the class teacher but to enhance and enrich learning. Teachers remain present throughout all sessions delivered by visitors and retain responsibility for the content, management and follow-up of the lesson. All visitors are briefed on the school's safeguarding procedures, the expectations for language and content, and the need to use correct scientific vocabulary where appropriate.

In line with the 2026 statutory guidance, any external input relating to online safety, harmful online content, digital behaviour or safeguarding must reflect current best practice and national expectations. Visitors must not introduce materials or messages that conflict with the school's policy, promote stereotypes, or present relationships in a way that is not consistent with the values of

SteePhill School. All resources used by visitors are reviewed in advance by the PSHE/RSE Lead to ensure they are appropriate and compliant.

Parents are informed when external visitors are involved in RSE sessions, and information about the content of these sessions is available on request. The school remains committed to transparency and ensures that all teaching, whether delivered by staff or visitors, supports pupils' safety, wellbeing and understanding.

Terminology

Correct and consistent terminology is essential for safeguarding, clarity and confidence. Steephill School teaches the scientific names for external genitalia from Key Stage 1 onwards, in line with statutory guidance and best practice. This ensures that pupils can communicate clearly, seek help appropriately and recognise when something is not right.

Teachers use language that is factual, inclusive and age-appropriate. Euphemisms are avoided, as they can cause confusion or prevent pupils from reporting concerns. When discussing relationships, families, puberty or reproduction, staff use terminology that reflects the diversity of modern society and avoids reinforcing stereotypes.

Pupils are encouraged to use correct vocabulary in a respectful and appropriate manner. Staff model this consistently and address misuse sensitively. Where pupils ask questions that require clarification of terminology, teachers respond honestly and at a level appropriate to the child's age and maturity.

Pupils with special educational needs

SteePhill School is committed to ensuring that all pupils, including those with Special Educational Needs or Disabilities (SEND), have full access to Relationships and Sex Education. Lessons are adapted to meet individual needs and delivered in a way that is accessible, meaningful and developmentally appropriate.

Teachers work closely with the SENCO to ensure that pupils with SEND receive the support they need to understand key concepts such as personal boundaries, consent, online safety, emotions and relationships. Visual supports, simplified language, repetition, pre-teaching and small-group work may be used where appropriate.

In line with the 2026 guidance, particular attention is given to ensuring that pupils with SEND understand how to recognise unsafe situations, including online risks, and know how to seek help. Staff are aware that some pupils may be more vulnerable to exploitation, coercion or misunderstanding social cues and lessons are planned with this in mind.

Parents of pupils with SEND are encouraged to discuss any concerns or specific needs with the school so that provision can be tailored appropriately.

The role of parents/parental right of withdrawal

Steephill School recognises that parents are the primary educators of their children in matters relating to relationships, values and personal development. The school aims to work in partnership with parents to ensure that RSE is delivered in a way that is transparent, supportive and consistent with the values of our community.

Parents are informed about the content of RSE lessons and are invited to attend workshops and information sessions where they can view teaching materials and ask questions. In line with the 2026 statutory guidance, all RSE resources, including those relating to online safety, harmful online content, consent and puberty, are available for parents to view on request.

Parents cannot withdraw their child from Relationships Education or Health Education. They may withdraw their child from the non-statutory elements of Sex Education, specifically the Year 6 lesson on human conception. Any parent considering withdrawal is encouraged to meet with the Headteacher to discuss the content of the lesson, the benefits of participation and any concerns they may have. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life.

The school will respect the wishes of parents who choose to withdraw their child, while ensuring that the pupil receives appropriate alternative education.

We will inform parents of the right to withdraw by letter in the Summer Term in advance of non-statutory sex education lessons being taught to year 6. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk to the Headteacher who will explore any concerns and discuss resources being used.

Equal opportunities

Steephill School is committed to providing an RSE curriculum that is inclusive, respectful and accessible to all pupils. Lessons reflect the diversity of families and relationships in modern Britain, including single-parent families, blended families, adoptive families, same-sex parents and extended family structures.

The curriculum promotes equality and challenges discrimination, prejudice and harmful stereotypes. In line with the 2026 guidance, pupils learn about harmful gender norms, including those they may encounter online, and how these can influence behaviour, relationships and self-esteem. They are taught to recognise and challenge discriminatory or misogynistic messages and to understand the importance of mutual respect.

All pupils have equal access to RSE, regardless of gender, race, religion, disability, sexual orientation, family background or socio-economic status. Lessons are adapted where necessary to ensure that all pupils can participate fully.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.

Safeguarding is central to the delivery of RSE at Steephill School. Lessons help pupils recognise unsafe situations, understand personal boundaries, and know how to seek help. Staff are trained to identify and respond to safeguarding concerns that may arise during RSE lessons, including disclosures relating to family relationships, peer interactions, online behaviour or personal safety.

In line with the 2026 statutory guidance, pupils are taught how to recognise harmful online content, including misogynistic messages, sexualised content, coercive behaviour, grooming attempts and discriminatory or pressurising communication. They learn how to report concerns, how to seek help from trusted adults and how to use the internet safely and responsibly.

Staff do not promise confidentiality. If a pupil raises a safeguarding concern, staff follow the procedures outlined in the school's Child Protection Policy and inform the Designated Safeguarding Lead. Pupils are reassured that information will only be shared when necessary to keep them safe. RSE reinforces the message that everyone has the right to feel safe, respected and valued. Pupils learn that pressure, manipulation or coercion, whether in person or online, is never acceptable.

Monitoring, review and evaluation

The delivery of RSE is monitored by the PSHE/RSE Lead through lesson observations, planning scrutiny, pupil voice and staff feedback. This ensures that lessons are delivered consistently and effectively across the school. The curriculum is reviewed annually to ensure that it remains compliant with statutory guidance, reflects current safeguarding priorities and meets the needs of pupils.

Feedback from pupils, parents and staff is used to inform future planning and development. Governors review this policy annually and ensure that the school continues to meet its statutory duties.

Support

Steephill School is committed to supporting pupils as they develop their understanding of relationships, emotions, personal safety and growing up. Pupils are encouraged to speak to trusted adults in school if they have questions or concerns. Staff respond sensitively and ensure that pupils feel listened to and supported.

Where pupils require additional support, the school may involve pastoral staff, the SENCO, the Designated Safeguarding Lead or external agencies, depending on the nature of the concern. Information about local and national support services is available to pupils and parents.

The school aims to ensure that every child feels confident, safe and supported as they navigate the changes and challenges of growing up.

We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. If parents would like to have any further support on how they can provide effective sex education at home, then they can contact the school office who will arrange a meeting with an appropriate member of staff.