



South East Cornwall Multi Academy Regional Trust

PSHE, Relationships & Health Education Policy

Landulph Primary School

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14/10/19	Initial draft written by Steve Green with advice from LCA PSHCE Co-ordinator
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Introduction

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

Relationships and Health Education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of this subject can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Relationships and Health Education can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. Relationships and Sex Education (RSE) is a key part of the PSHE curriculum and our policy seeks to outline the key elements of Relationships and Sex Education provision at Landulph Primary School as a bespoke part of our Personal, Social, Health and Economic curriculum for our pupils.

Rationale and Ethos

This policy covers Landulph's approach to Relationships and Health Education. It was produced by Mrs Karen Ball through consultation with parents, staff and governors. Our Relationships and Health Education programme will be integrated within our broad and balanced curriculum.

Relationships Education is compulsory in all primary schools. We define Relationships Education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. It is lifelong learning about physical, moral and emotional development. It is the understanding of the importance of stable and loving relationships, respect, love and care.

Health Education is compulsory for all schools. We define Health Education as developing an understanding of mental and physical wellbeing and how to recognise and achieve this as well as how to recognise when things are not right and where to turn for support and guidance. This includes the impact of the internet and online activities, the importance of diet and exercise and prevention of illnesses and disease, as well as the fundamentals of first aid and understanding the development of the adolescent body, including menstrual wellbeing.

We will ensure that our Relationships and Health Education programme is accessible to all pupils and we recognise that pupils with special educational needs and disabilities (SEND) may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will tailor their learning accordingly.

We will take into account the religious background, age and maturity of pupils when planning our teaching and in the materials we use.

We view a partnership of home and school as vital in providing Relationships and Health Education and understand that Relationships and Health Education is the right and responsibility of the parent/carer. Landulph provides Relationships and Health Education to support parents/carers in fulfilling their responsibility. The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. Parents/carers have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The aims of Relationships and Health Education at Landulph are:

- to enable our pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of and stable loving relationships for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of transition from childhood to adulthood,
- to provide our pupils with an understanding of the importance of physical and mental wellbeing and how this might be achieved.

We believe Relationships and Health Education is important to our pupils and our school to enable the development of:

Attitudes and values:

- learning the importance of values, individual conscience and moral consideration;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision making.

Personal and social skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

- learning and understanding physical development at appropriate stages;
- understanding human reproduction, emotions and relationships (elements of this are taught through the Science National Curriculum).

Roles and Responsibilities

The Relationships and Health Education programme will be led by Ms Tania Hawker. It is taught by all class teachers. All staff are responsible for teaching about and modelling good relationships within Landulph. Much of the general work at our school is based on good relationships, and in this regard

Relationships and Health Education is supported by Landulph's Relationships and Behaviour policy alongside our school values of Friendship, Respect, Loyalty and Honesty.

Legislation

We follow the Relationships Education, Relationships and Sex Education and Health Education guidance Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

We have used the following documents to inform our policy...

- Education Act (1996)
- Learning and Skills Act (2000)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools • Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools

Curriculum design

The content of our programme is based on the National Curriculum Science Order, and the Department of Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2025. Landulph recognises that Relationships and Health Education must be taught at both Key Stages and appears in each Year Group's PSHE programme. Our prospectus clearly states that Relationships and Health Education will be part of the PSHE programme.

We will ensure that Relationships and Health Education meets the needs of our pupils by tailoring the Twinkl PSHE scheme across our rolling programme. We will ensure that it is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Pupils will be taught in split year groups of Year 1/2, 3/4 and 5/6. Single gender mini sessions will be used as deemed appropriate by the school and in accordance with the needs of the children.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations

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In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships and health education
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

Active learning will take place by:

- discussion
- drama and role play
- research and presentation

Teachers will also use other teaching methods to enable students to learn about Relationships and Health Education, which are age-appropriate, taking into account the developmental needs of individual students. Parents/carers are welcome to discuss with teachers their approach to Relationships and Health Education as well as the methods of teaching and learning to be used. Landulph uses a wide variety of resources, including video clips and online resources. Parents/carers are welcome to view these materials to support the sex education of their children in the home context. Books used to support Relationships and Health Education are also found in the school library and in classrooms which pupils may borrow when and as need occurs. Resources used by Landulph are produced for schools by educational publishers and are intended for pupils in the light of best current research into Relationships and Health Education.

For example - External visitors (e.g.NSPCC), the Christopher Winter Project resources, Cornwall Council RSE resources, Twinkl PSHE scheme resources, themed days and weeks (e.g. online safety, anti-bullying) and assemblies also support the quality of our curriculum offer.

Annex A lists what pupils will have learned through our Relationships and Health Education programme and through the Science National Curriculum by the end of primary school.

Safe and effective practice

We will ensure a safe learning environment by teachers and students agreeing to the ground rules. These are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers may use an anonymous question box as a distancing technique.

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about Relationships, Health and Sex Education. The following are protocols for discussion-based lessons with students:

- no-one (teacher or pupil) will have to answer a personal question;
- no-one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carers.

Safeguarding

Teachers are aware that effective Relationships and Health Education, which brings an understanding of what is and what is not appropriate in relationship, can lead to a disclosure of a child protection issue. Where a member of staff is concerned that a child protection issue is arising, it is their responsibility to follow the Landulph Safeguarding policy in this matter to the letter. Teachers will be clear that they cannot be totally confidential and that if a pupil makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that pupil to the designated person in school giving a value free report of the disclosure.

From time to time, as part of a planned unit of work, Landulph will invite in local experts, on issues relating to Relationships and Health Education, as well as using health and other professionals associated with the school. All of our associate health and other professionals and visitors will be asked to conform to the following:

- visitors contributing to Relationships and Health Education will do so at the invitation of the school and will be qualified to make an appropriate contribution;
- visitors must agree with the aims of Landulph in delivering its policy on Relationships and Health Education;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow our safeguarding and child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into our programme for Relationships and Health Education and PSHE.

Landulph provides services for its pupils. These services are provided by health and other professionals attached to the school. These services are advertised throughout the school, and parents/carers may also contact these services by making an appointment through the school office.

Engaging stakeholders

Parents/carers can find Landulph's latest Relationships and Health Education policy on our website or by contacting the school office. We are committed to working with parents/carers to ensure that they are fully aware of what is being taught through termly topic webs, newsletters, knowledge organisers and provide additional resources when necessary or if requested. *Parents of all pupils will be notified by letter about what their child will be learning by way of Sex Education through the Science National Curriculum in Key Stage 2.*

As part of our whole school approach to Sex Education, parent/carer information sessions and opportunities for parents/carers to view the materials and resources used will be arranged prior to the unit being taught. Parents/carers wishing to see the Relationships and Health Education or Sex Education programme, the materials used and/or the PSHE scheme of work may do so by contacting their child's teacher.

Right to withdraw

Parents/carers have the right to withdraw pupils only from Sex Education in primary schools that is not part of the Science National Curriculum.

Parents/carers do not have the right to withdraw pupils from Relationship Education or Health Education.

Monitoring, reporting and evaluation

Relationships and Health Education will be monitored by the lead, Ms Tania Hawker who will:

- ensure that Relationships and Health Education occurs in Landulph's curriculum according to the schemes of work for PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of Landulph's programme.

Tania Hawker will have allocated time to monitor and evaluate Landulph's Relationships and Health Education programme, as it occurs in the school's schemes of work for each Key Stage. Teachers will critically reflect on their delivery of Relationships and Health Education through staff meetings and lesson feedback sessions. Pupils will have opportunities to review and reflect on their learning in lessons by using the resources provided by Twinkl's PSHE programme.

Annex A

What pupils will have learned through our Relationships and Health Education programme and through the Science National Curriculum by the end of primary school.

1. By the end of primary school, pupils will learn the following as part of Relationships Education:

Families and people who care for me:

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, 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;
- that others' families, 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;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- 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:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.
- 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.
- 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.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- how to manage conflict, and that resorting to violence is never right.
- how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful relationships:

- 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.
 - the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
 - 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.
 - pupils should have opportunities to discuss the difference between being assertive and being
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controlling, and conversely the difference between being kind to other people and neglecting your own needs.

- 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.
- practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- the conventions of courtesy and manners.
- 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.
- 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.
- what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- 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:

- 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.
- 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.
- 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.
- the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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.
- 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:

- 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.
- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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.
- 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.

2. By the end of primary school, pupils will learn the following as part of Health and Wellbeing Education:

General Wellbeing:

- 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
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friends and family, as well as hobbies, interests and community participation.

- the importance of promoting general wellbeing and physical health.
- 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.
- how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- that isolation and loneliness can affect children, and the benefits of seeking support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- 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.
- 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).
- that it is common to experience mental health problems, and early support can help

Wellbeing online:

- 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.
- 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.
- 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.
- how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- 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.
- that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- how to understand the information they find online, including from search engines, and know how information is selected and targeted.
- that they have rights in relation to sharing personal data, privacy and consent.
- where and how to report concerns and get support with issues online.

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);
- Understanding the importance of a healthy relationship with food.
- 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, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention:

- 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 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.
- 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.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety:

- about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

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 and ailments, including head injuries.

Developing bodies:

- 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.
- 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.
- 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