

MILDMAY PRIMARY
SCHOOL

Relationships, Health & Sex Education Policy

(September 2026)



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This policy was discussed and written by members of the Senior Leadership Team of Mildmay Primary School, MHWB leads and PSHE co-ordinators, to be ratified by the Local Governing Committee and published for reference and application between the dates recorded above.

Rationale:

Our Children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Often children are given mixed messages by unreliable sources and we need to ensure that facts and issues surrounding relationships and sex are presented in an objective and balanced way and that our children are guided through by responsible adults. Children are facing the onset of puberty at an earlier age nowadays and so our children need to be informed of changes that may be happening to their bodies. It is important that our pupils are made aware of the differences between fact, opinion and religious belief. We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. To do this we will tailor our teaching to the age, physical & emotional maturity of our children and recognise that this may be different depending on classes. It will be up to teachers to make that professional decision. Our teaching will be flexible to connect with all of our children, their experiences, abilities and backgrounds.

- **Revised in reference to the Relationships Education, Relationships and Sex Education (RSE) and Health Education 2026 (Jul 25)**
- **Schools are required by law to adhere to the Equality Act 2010**

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1. Aims & Objectives:

RSE & PSHE education helps pupils maintain their mental and physical health and understand the various factors that influence their wellbeing. They learn how to build strong and supportive relationships, how to keep themselves safe in various situations and how to make thoughtful decisions about money, health and the online world. Pupils may receive mixed messages about these topics from friends, siblings, social media and the wider world. Our RSE & PSHE teaching ensures every child receives clear, accurate and age-appropriate teaching so they can make safe and informed choices as they grow. Our Relationships, Health & Sex Education Policy aims to enable children to:

- Make and keep good relationships with friends and family (including online).
- Respect their own and others' ways of life, feelings, bodies, belongings and places.
- Feel positive about themselves and about the way they are growing up.
- Prepare them for the opportunities, responsibilities and experiences of adult life.
- Make responsible, informed and healthy decisions about their lives, both now and in the future whilst being aware of fact, fiction and opinion.
- Encourage positive wellbeing and mental health, including safe behaviours and strategies to prevent unsafe behaviours.
- Understand puberty and human reproduction appropriate to their ages and stages of development.

RELATIONSHIPS & HEALTH EDUCATION provides an important forum to give pupils the life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RELATIONSHIPS & HEALTH EDUCATION is therefore a tool to safeguard children.

RELATIONSHIPS & HEALTH EDUCATION contributes to the foundation of the PSHE Curriculum and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

2. Legal Requirements:

Parents have the right to request that their child be withdrawn from some or all of the Sex Education that may be delivered as part of statutory RHSE.

At Mildmay we have chosen to teach Sex Education elements in the summer term of Year 6 only (in line with our current Scheme of Work); we feel that this is necessary to ensure that our children are not placed at a knowledge disadvantage among their new peers when entering Secondary School.

However, if parents have concerns about the content of the curriculum then they should first discuss these with the Headteacher or Deputy Headteacher.

The following Relationship curriculum content is taught as part of the Early Years Curriculum and is statutory:

EYFS

Nursery pupils should be taught to:

- Play with one or more, other children
- Be confident in new social situations.

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

Reception pupils should be taught to:

- Recognise, name and deal with their feelings in a positive way.
- Think about themselves, learn from experiences and recognize what they are good at.
- Agree and follow rules for their group and classroom and understand how rules help them.
- Be able to name their body parts.
- Understand the importance of good oral health.

The following Relationship curriculum content is taught as part of the National Curriculum and is statutory. Content to be covered by the end of Primary:

Families and people who care for me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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, kind 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 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.

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 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 physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- 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, tobacco and vaping

- 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 check ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and 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, including the importance of reporting incidents rather than filming them.
- 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.

Our RHSE Programme:

It is our intention all children have the opportunity to experience a programme of RHSE at a level which is appropriate for their age and physical development with differentiated provision if required. Such a programme can successfully follow the outlines in the above section.

Relationships, Health and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

From September 2026, Mildmay Primary School will continue to follow the Kapow PSHE curriculum which is a scheme addressing all of the objectives of the 2026 RHSE (National) curriculum.

The scheme covers themes which are taught across the year groups in an age appropriate manner.

- My Healthy Self
- Connecting with others
- The Online World
- Citizenship
- Staying Safe
- Growing Up
- Health Protection
- First Aid
- Sex Education (Year 6 Summer Term only)

At Mildmay Primary School we subscribe to Votes for Schools.

This is a weekly or bi-weekly lesson which carefully leads the children through a 'question of the week'. This may involve the children thinking deeply about relationships with others or moral dilemmas. The suitability of the question is discussed by key teaching staff before the lesson is delivered to the children. We feel it is important to encourage the children, wherever possible, to engage with difficult ideas or questions. In our ever changing world we want the children to have the opportunities to think about how and why things happen and to talk about things in a safe and secure environment.

3. Sensitive Conversations:

Why are girls taught about boys' development and vice versa?

We believe it is very important for children to understand each other's development. It helps to ensure that children are mindful of their peers' needs and allows them to develop into sensitive, caring, compassionate individuals who understand the changes that boys and girls experience.

Managing Difficult Questions or Conversations

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Only correct/agreed names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- The use of a question box may help to lessen embarrassment of asking questions.
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is the parent.
 - The question can be discussed one to one after class.
 - The topic will be covered at a later stage in their relationships education.

4. Parental Engagement:

We recognise that successful Relationships, Health and Sex Education is best achieved in partnership with the child's parents.

We understand that it may be challenging to speak with your child about relationships and sex. The following information is provided to support these important conversations.

How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is part of the puzzle, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem awkward and difficult. Either way, it is important to remember these key points:

- We all want children to feel safe and to be happy and healthy
- We need to consider their needs
- We need to normalise talking about relationships, puberty and human reproduction so taboos don't need to exist
- We might need to challenge our own ways of thinking
- We have choices: we can avoid it or we can communicate openly and honestly with children – they need us!

Here are some tips for talking to your child:

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, allowing our brains to fill up with all the possible horrors that an innocent question could be about, when actually a child just wants (and needs) a very simple, matter-of-fact answer. This answer will not involve an 'adult' understanding of a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology: it helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts.
- Respond to what children say they need: bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us time and time again that children want and need SRE that is age- and stage-appropriate, that teaches them about relationships and emotions, and that is returned to consistently throughout their education. We may feel that they know too much, when actually ignorance is the enemy of innocence: we believe effective SRE delays sexual activity, ensures children are safer and empowers them to make their own healthier choices.
- Keep it simple and short – If they want more information, children will ask for it.
- Read books, leaflets or watch an educational video with your child.
- It may be easier to talk while you're doing something else – washing up, driving in the car or walking.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home' (then make sure you do!).

- Always respond: if you don't, she or he may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clam up when you raise the subject.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.

5. Assessment, Monitoring and Review

The PSHE and RHSE curriculum is delivered by class teachers through discrete lessons following the agreed scheme. It is also taught throughout other areas of the curriculum when appropriate. The subject is monitored and evaluated by the PHSE coordinators through lesson observations, pupil perception interviews, planning and work scrutiny and learning walks.

Pupils' development in PSHE and Relationships education is monitored by class teachers as part of our internal assessment systems.

In the Early Years Foundation Stage, skills and abilities are assessed against the criteria set out in 'Development Matters', particularly through Personal, Social and Emotional Development, Physical Development and Understanding of the World. These observations are updated onto the online learning journeys via 'Tapestry' and shared with parents. Parents also have the opportunity to share any specific events from home.

This policy is monitored by the PSHE Co-ordinators, who report to the HT and local governing committee about the effectiveness of the policy.

It is the responsibility of the local governing body to review the effectiveness of this policy and ensure that it is updated appropriately to address any gaps in provision, procedural issues and ensure practice matches policy in all cases of bullying.

6. GDPR (General Data Protection Regulation)

Mildmay Primary School needs to hold personal information about your child on our computer system and in paper records to help us with their educational needs.

School staff have access to your child's records to enable them to do their jobs. From time to time information may be shared with others involved in your child's care, if it is necessary. Anyone with access to your child's records is properly trained in confidentiality issues and is governed by a legal duty to keep their details secure, accurate and up to date.

All information about your child is held securely and appropriate safeguards are in place to prevent accidental loss.

In some circumstances we may be required by law to release your child's details to statutory or other official bodies, for example if a court order is presented, or in the case of public educational issues. In other circumstances you may be required to give written consent before information is released – such as the educational reports for insurance, solicitors etc.

To ensure your child's privacy, we will not disclose information over the telephone or fax unless we are sure that we are talking to you - the parent/carer.

Information will not be disclosed to family and friends unless we have prior written consent.

7. Related Policies & Documents

This policy should be read in conjunction with the following documents from Mildmay Primary School (MPS) and/or Bridge Academy Trust (BAT):

- Curriculum, Teaching & Learning Policy (MPS)
- Mental Health & Wellbeing Policy (BAT)
- Child Protection Policy (BAT)

All Mildmay Primary School and Bridge Academy Trust Policies can be accessed via the following websites:

- www.mildmayprimary.org
- www.bridgeacademytrust.org