



Relationships, Sex and Health Education Policy

DATE July 2026

Enjoy, Enrich, Achieve, Aspire

School Ethos

At Ongar Primary we aim to provide all pupils with knowledge and understanding of all kinds of relationships. We expect our pupils to form positive, tolerant relationships and teach them about respect for themselves and others. We aim to prepare pupils for the physical and emotional challenges of growing up. We deliver this learning through science, specific RSHE and more general PSHE lessons.

Our Aims

- To provide the knowledge and information to which all pupils are entitled.
- To clarify or reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others, including friendships, family relationships and dealing with strangers.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society.
- To value and respect themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle, including healthy relationships and staying safe online
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood .

Teaching and Learning

Relationships, health, and sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as a nurse. A range of teaching methods which involve children's full participation are used to teach relationships, health and sex education. These include use of video, discussion, looking at case studies, drama and role-play. It is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. Children will be taught the correct terminology for the parts of their body as appropriate for each year group. All lessons will be delivered through a positive lens; focusing on positive communication skills, kindness and healthy relationship norms rather than just about avoiding harms.

By the end of primary school, Pupils will learn about:

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

EYFS

Children learn about the concept of male and female and about young animals. In on- going PSHE work, they develop skills to form friendships and think about relationships with others. They will also be taught:

- To recognise, name and deal with their feelings in a positive way.
- To think about themselves, learn from experiences and recognize what they are good at.
- To agree and follow rules for their group and classroom and understand how rules help them.
- To be able to name their body parts.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from

young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety, including staying safe online. Children will be taught:

- To take part in discussions with one other person and the whole class.
- To recognise choices they can make and recognize the differences between right and wrong.
- To agree and follow rules for their group and classroom and understand how rules help them.
- That family and friends should care for each other.
- To maintain personal hygiene.
- Differences between boys and girls

Key Stage 2

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In RE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Sex and relationship education should focus on the development of skills and attitudes, and not just the acquisition of knowledge. Children will be taught:

- To talk and write about their opinions and explain their views on issues that affect themselves and society.
- To research, discuss and debate topical issues, problems, and events.
- Why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To deal with conflict and resolve differences by looking at alternatives, making decisions and explaining choices.
- To recognize the different risks in different situations and then decide how to behave responsibly, including safe road use, and judging what kind of physical contact is acceptable or unacceptable.
- To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating. To know the dangers associated with Drugs, alcohol, tobacco and vaping
- Articulate a range of human emotions, identify a range of effective tools to self-regulate, know what can affect mental health and how to make informed choices.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and basic techniques for resisting pressure to do wrong, in both the real and virtual world.
- That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.
- About how the body changes as they approach puberty.
- To be aware of different types of relationships including marriage and those between friends and families, and to develop skills to be effective in these relationships.

It should be noted that these points are taught throughout Key Stage 2, and sensitivity and teachers' professional judgment is used to decide when the children are ready for particular messages. In addition, year six children will have a programme of study targeted particularly at their age group, covering issues such as personal hygiene and periods.

Dealing with difficult questions

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos etc to enable children to share ideas and opinions and to practise their decision making skills in a safe learning environment. Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions, for example the use of an anonymous question box, or answering with 'I'm not sure about that, I'll have to look it up' is also used as a distancing technique. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Legal Requirements: The National Curriculum 2014 states: *All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Sex and relationship education (SRE) is an important part of PSHE education.* The Relationships Education, Relationships and Sex Education and Health, Education (England) Regulations 2026, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Equal opportunities: Every child is entitled to receive RSHE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, including differentiated provision if required.

Special Educational Needs: Teaching and resources will be differentiated as appropriate to address the needs of children with Special Educational Needs in order for them to have full access to the content of relationship, sex and health education.

Parental consultation: We work closely alongside parents in order that they recognise the importance of this aspect of their child's education and fully support us.

Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed about the content of the curriculum in advance of teaching and will be invited to talk to staff and view resources to address any questions.

Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

Child Protection / Confidentiality: All those delivering RSHE need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this situation arise, the staff member will inform the Head Teacher /Designated Child Protection person in line with our procedures for child protection and safeguarding. Staff would make it clear to a child at this point that confidentiality cannot be assured if concerns exist. All members of staff at Ongar Primary have completed Safeguarding training.

Monitoring and evaluation

Monitoring the implementation of the school's RSHE policy is the responsibility of the head teacher, under the remit of PSHE. Policies and procedures are regularly reviewed to ensure that they continue to provide best practice for the staff and pupils of Ongar Primary School.

This policy was last updated and then reviewed by the Governing Body July 26

This policy will be reviewed in July 2028

Appendix 1

When delivering our RSHE curriculum we will follow the DfE guidance (2026) states:

'good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms.'

Family names or common names will be acknowledged but we will use the correct terms and names for body parts and functions.

Of course, our teachers will be sensitive to needs of each cohort. The suggested age-appropriate vocabulary of our current scheme of work is:

Key Stage One Vocabulary

Female genitalia

Vulva: the area between a girl's legs, which includes the openings to the vagina and urethra, the clitoris and the soft skin covering them

Vagina: the small opening between a girl's legs—a small tube from the outside to the inside of the body

Urethra: the tiny opening near the vagina of a tiny tube through which urine 'wee' leaves the body

Male genitalia

Penis: the spongy tissue that dangles between a boy's legs. Boys urinate 'wee' through a tube in their penis (the urethra)

Testicles: two plum-shaped 'balls' in a squashy bag (the scrotum) behind the penis

Lower Key Stage Two

In addition to KS1 vocabulary:

Puberty

Pubic hair

Underarm hair

Breasts

Facial Hair

Periods

Upper Key Stage Two

In addition to KS1 & LKS2 vocabulary:

Hormones

Personal hygiene

Genitals

Vaginal discharge

Sperm

Wet dreams

Erection

Mood swings

During the Sex Education Unit in Year 5 or 6, the following vocabulary is also used:

Adolescence	Sanitary products	Pregnant	Egg (Ovum)
Self-conscious	Menstruation	Celibate	STIs (sexually transmitted
Sexual orientation	Testosterone	Heterosexual	infections)
Homophobia	Ejaculation	Sexual orientation	Oestrogen
Sexual relationships	Semen	Sexual intercourse	Progesterone
Pregnancy	Orgasm	Uterus	Tampon
Contraception	Homosexual	Fallopian tube	Sanitary towel
Pornography	Bisexual	Ovaries	

Table of changes
July 2026 – Para 4 additional categories that children will learn about by the end of primary to reflect statutory changes in RSHE guidance
July 2026 Appendix 1 Anatomical language is now statutory- sentence added to reflect this
July 2026 addition of 'positive lens' focus for lesson delivery
July 2026 Know the dangers of ... vaping added