



Personal Development and Wellbeing Policy

(Relationship and Sex Education and Health Education)

Agreed by the Governing Body in:	November 2025
Review Date:	November 2026
Review Schedule:	Annually
Person(s) Responsible:	Rebecca Munday

Personal Development and Wellbeing Policy - (Relationships and Sex Education)

Overview

At Stamford Park Primary School, we believe that Relationship and Sex Education (RSE) is an important part of a balanced and broadly based curriculum, which should be taught as an ongoing theme throughout the primary school years as an integral part of our Science as well as our Personal Development and Wellbeing (PDW) curriculum; previously known as PSHE - Personal, Social and Health Education. Relationship and Sex Education set out by the DFE now forms part of the statutory National Curriculum, therefore all children at Stamford Park Primary School will have lessons addressing this.

What is Relationship Education?

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education." (DFE)

From September 2020, relationship education is statutory in primary schools. Children will therefore take part in the lessons as with the rest of the curriculum. In primary school, sex education is not statutory, however we teach elements of sex education contained in the statutory science curriculum. We do not teach pupils sex education beyond what is required as part of the science curriculum. Parents therefore do not have the right to withdraw their children from these sessions.

Relationship education focusses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Respect
- Respectful relationships
- Stereotypes: Attitudes
- Challenging stereotypes
- Resolving conflict
- Change and loss

Rationale

At Stamford Park Primary School, we believe that to have an effective and caring PDW programme, the curriculum needs to be more than purely biology and the fundamentals of

reproduction, taught through Science. The teaching of 'relationships' is fundamental to equipping the children with a positive understanding of themselves and one another. Children want reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In presenting and delivering a programme to support their PDW learning journey, children should feel confident to express their thoughts and feelings in a safe and trusted environment. They need to articulate their ideas, doubts and anxieties in order that they can develop, enabling them to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

We aim to deliver a whole school programme which will enable the children to make informed decisions about their wellbeing, health and relationships and to build their self-esteem, taking responsibility for oneself and others' actions. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and less likely to be exploited by others. Through our teaching, we hope to help the children in our care prepare for the opportunities, responsibilities and experiences of adult life.

Objectives to our teaching

At Stamford Park Primary School, we will provide the children with a safe learning environment, where they can openly ask questions without embarrassment.

Key objectives of the National Curriculum include:

- to enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making
- to enable pupils to understand the impact of external factors, such as the media, social media Internet, peer groups and remain independent decision-makers
- to enable pupils to develop the ability to form positive, non-exploitive relationships
- to enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others
- to enable pupils to understand the process of human reproduction (please see our Science policy and curriculum for this).
- to emphasise the role and the value of family life

We will ensure that our PDW sessions about relationships are always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. Promoted values include:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others
- to recognise and accept the differences of others.

Implementation of the curriculum

Aspects of our Personal Development and Wellbeing curriculum will teach about relationships mainly through our whole school 'Kapow' scheme of work.

During their education, through the Kapow scheme of work, the children learn about changes which happen to them.

As a school, we take the wellbeing of our children extremely seriously and alongside our scheme of work. We are able to offer additional opportunities for them to develop their self-esteem, mental wellbeing and positivity through clubs and 'Think-About-It-Thursday' (a class discussion) and during assembly time.

Delivery through the National Curriculum

All schools must teach the following as part of the National Curriculum Science Orders; parents do not have the right to withdraw their child/children from these sessions.

Key Stage 1: Animals including Humans

In science, children will learn the correct names for parts of their bodies.

Key Stage 2: Life Processes and Living Things

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 & 6.

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

Personal Development and Wellbeing Sessions

Teachers of Year 1 to Year 6 will deliver sessions according to the school's Kapow Scheme of Work. Prior to the distribution of these materials, the Senior Management Team assessed the content of the Kapow materials, making any amendments they believed to be appropriate to enable us to deliver a personal programme, supporting our values and decisions on the Relationships and Sex Education requirements set out by the Government.

Kapow Primary's RSE scheme of work aims to help pupils develop the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives. The intention is for pupils to understand themselves and others, form positive relationships and make informed choices that support their wellbeing and the wellbeing of those around them.

The scheme encourages pupils to think with empathy, integrity and self-awareness, recognising how their actions and attitudes contribute to their communities. It supports them in developing respect for diversity, managing change and understanding their rights and responsibilities as citizens.

Kapow Primary's RSE curriculum is designed to build a strong foundation for safeguarding, preparing pupils to navigate an increasingly complex world with confidence and care. Lessons promote emotional literacy, resilience and a sense of personal agency, helping pupils to approach life's challenges with maturity and compassion.

As part of our science curriculum, the year 6 children also have standalone lessons about puberty and growing up. This is split into groups of boys and girls and is delivered by a male or female teacher respectively. As part of these sessions, the children have the opportunity to confidentially ask questions within a safe space.

What will the children learn about?

The Department for Education (DFE) has set out the following statutory content on what children must learn by the end of year 6:

<u>Topic</u>	<u>Pupils should know</u>
Families and people who care for me	<ul style="list-style-type: none">• 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

	<p>respect those differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex

	<p>couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it 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 physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	<ul style="list-style-type: none"> • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol and tobacco Pupils should know • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

<p>Changing adolescent body</p>	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle
---------------------------------	---

Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. 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. This may be through referring the question back to the child's parents.

Withdrawal from sessions

Relationships education is compulsory in primary schools and children are unable to withdraw from them. As a primary school, we deliver our sex education through the science curriculum, which is also compulsory and therefore children cannot be withdrawn from these either.

Child Protection and Confidentiality

Teachers need to be aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher / Designated Child Protection person in line with the school's procedures for child protection.

A member of staff cannot promise confidentiality, if concerns exist. Please see our safeguarding policies.

Equal Opportunities

Within our teaching and learning environment, we will adopt strategies to ensure that all children have the opportunity to access relationship and sex education through our Personal Development and Wellbeing curriculum, regardless of gender, sexuality, race, background, physical or intellectual ability.

Equality

Strategies for teaching must be adopted to ensure that all children regardless of their racial/cultural background have equal access to the relationship and sex education through our Personal Development and Wellbeing curriculum.

Special Educational Needs

Children of all abilities must be catered for in the teaching of relationship and sex education through our Personal Development and Wellbeing curriculum. Children who have special educational needs must have planned for them opportunities for learning and achievement in SRE as well as other curriculum areas.

Monitoring

The Personal Development and Wellbeing coordinator will monitor the implementation and impact of this subject. The Governors are part of the formulation of this policy. The Headteacher, Deputy and Personal Development and Wellbeing coordinator will report to the Governors on the implementation of this policy.

This policy should be read alongside the Mental Health and Wellbeing Policy.