'Loving, Learning, Living as we journey together to enable everyone to flourish'

Health Education (RSE) Policy

Felton C of E Primary School

Policy Approved: Summer 2026

Last reviewed: Summer 2026

Next review: Summer 2028

Signed by:

E.Lucas	Headteacher	Date:	Summer 2026
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Introduction

This policy was written using Relationships and Sex Education and Health Education Statutory Guidance July 2025.The policy will take effect from 1st September 2026. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002. The policy has been written with guidance from the following documents:

- Education Act (2002)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014 & 2024)
- Keeping children safe in education – Statutory safeguarding guidance (2025)
- Children and Social Work Act (2017)

Rationale

Today's children and young people 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. To this end statutory guidance for all primary schools regarding Relationship Education came into effect in July 2025 for implementation from September 2026. This policy covers our school approach to relationship health education. It was produced in consultation with parents, staff and Governors.

Intent

We believe relationship and health education is important for our pupils. It will promote self-esteem and emotional well-being. It will support children in knowing how to keep themselves and others safe and help them form and maintain worthwhile and healthy relationships. We view the partnership of home and school as vital in providing this education.

Our Personal Social Health Education (PSHE) curriculum is inclusive and engaging of all ages and abilities. It is intended that all children, regardless of ability and background will be given the skills and knowledge of how to be safe and healthy, and lays the foundations of how to manage their academic, personal and social lives in a positive way by the time they leave primary school. It is creatively and uniquely designed to provide a stimulus for lifelong learning. Our PSHE curriculum promotes independence and intrinsic motivation to want to achieve through our bespoke learning behaviours and character values including perseverance, resilience, tolerance independence, integrity and respect. It fosters critical thinking and problem solving skills in all strands and provides the opportunity to use and apply these skills and knowledge in a range of contexts. Our PSHE curriculum provides opportunities for all children to achieve and be the best that they can be in school and their community.

Aims and Objectives for Relationship Education

By the time children leave Felton Primary School, Relationship Health Education provides children with age appropriate information, explores attitudes and values and develops skills in order to empower them to make positive decisions about their health, safety and relationships related behaviour. The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, including online relationships.

The objectives of Relationship Health Education are;

- To provide age appropriate knowledge and information
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives; promote well being
- 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 and to value themselves and others;
- To help gain access to information and support and know who and how to ask for help
- To develop skills for a healthier safer lifestyle
- 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.

We aim to teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies and others
- the importance of family life and diversity of family make up
- moral questions;
- relationship issues;
- managing feelings and emotions and know how our behaviours impact others
- respect for the views of other people;
- what they should do and who to go to if they are worried
- personal safety and risk

The teaching programme for Relationship Health Education Legal requirements
See Appendix 1

Every child is entitled to receive relationship health education regardless of ethnicity, gender, sex, religion, age, culture, disability, sexual orientation, language, special educational needs, disadvantage and whether they are a child in care.
It is our intention all children have the opportunity to experience a programme of relationship education at a level which is appropriate for their age and physical development with differentiated provision if required to meet the needs of all pupils.

Our relationship health education programme is an integral part of our whole school PSHE education provision and will cover three key themes recommended by PSHE Association (as signposted by DFE) of:
Health & well being
Relationships
Living in the wider world.

Overarching principles delivered through the Programmes of Study are:

1. **Identity** -their personal qualities, attitudes, skills, attributes and achievements and what influences these.
2. **Relationships** -including different types and in different settings, including online.
3. **Health** -including physical, emotional and social,
4. **Risk** -identification, assessment and how to manage risk, and safety including online.

5. **Diversity and equality** with due regard to the protected characteristics set out in the Equality Act 2010
6. **Rights** human rights and responsibilities including fairness and justice and consent
7. **Change** and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
8. **Power** -how it is used and encountered in a variety of contexts including online
9. **Careers** -including enterprise, employability and financial literacy.

Implementation
Our relationship education programme is planned and delivered through a range of teaching methods and interactive activities. This includes active learning methods such as drama and role play, philosophical debate and discussion. PSHE lessons, assemblies, trips, workshops, external visitors to school or visits from role models and educators and other curricular subjects are used to deliver our programme. Lessons are differentiated so all children can engage regardless of ability. Relationship education is usually delivered in mixed gender groups. Pupil voice will be used to review and tailor our relationship education programme to match the different needs of pupils. High quality resources will support our provision such as books, film clips and those promoted by the PSHE association. The curriculum is delivered by school staff or, where schools choose to use them, external providers. External providers have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Pupils will be encouraged to reflect on their own learning and progress through key milestones. An overview of the learning in each year group can be found on the school website.

The organisation of Relationship Health Education

Roles and responsibilities:
The Headteacher is the designated teacher with responsibility for coordinating relationship health education across the school. Relationship health education is monitored and evaluated by the Headteacher as part of the school's development plan. As a result of this process changes will be made to the education programmes as appropriate.

Teachers and teaching assistants deliver and assess the programmes of study.

Governors will review the impact of this policy.

Assessment

It is important for pupils to have opportunities to reflect on their learning. Assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. The essential skills and attributes identified in the programme of study are the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

Specific Issues

- **Parental consultation**

The school includes information on relationship education on the school website. We work closely with parents to ensure that they are fully aware of what is being taught.
The DFE guidance states "Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it." It also states: "Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction".

- **Child Protection / Confidentiality**

Teachers need to be aware that effective 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.
The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection.
A member of staff cannot promise confidentiality if concerns exist.

- **Dealing with difficult questions**

We will ensure a safe learning environment by establishing ground rules which are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box 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. Any question arising from a pupil regarding sex education that the school does not cover, will be re-directed to their parent/trusted adult where further support can be signposted.

- **Children with special educational needs**

We ensure relationship is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities by differentiating teaching and resources as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Monitoring and Evaluation

This policy has been produced by the school in consultation with parents, Governors and staff. Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for relationship health education. The Governors agree the policy and review every two years in line with statutory guidance review.
The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.
The effectiveness of the relationship health programme will be evaluated by assessing children's learning and implementing change if required. Pupil voice will be influential in adapting and amending planned learning activities.

Any change will be reflected in the school policy.
Relationship health education issues will be included in the induction programme for all new members of staff.

Appendix 1

All maintained schools must teach the following as part of the National Curriculum Science Programmes of Study, parents do not have the right to withdraw their child/children.

National Curriculum Science (Sept 2014)

Year 1

Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Pupils should be taught to notice that humans have offspring which grow into adults.
Pupils should find out about and describe the basic needs of humans for survival.
Pupils should be taught to describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Year 3

Pupils should be taught that humans need the right types and amount of nutrition.
Pupils should be taught that humans have skeletons and muscles for support, protection and movement.

Year 4

Pupils should be taught to describe the simple functions of the basic parts of the digestive system, identify different types of teeth and their function and understand food chains.

Year 5

Pupils should be taught to describe the life process of reproduction in some plants and animals.
Pupils should be taught to describe the changes as humans develop to old age.

Year 6

Pupils should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

By the end of primary school children will be taught:

Families and people who care for me
Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. 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. 3. 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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
Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. 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. 3. 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. 4. 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. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. 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.
5. 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.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. 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

Curriculum content:

1. 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.
2. 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.
3. 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.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. 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

Curriculum content:

1. 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.
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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

Curriculum content:

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. 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.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. 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.
2. 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.
3. 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. 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.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. 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.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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

Curriculum content:

1. 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

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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.
4. 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.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. 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

Curriculum content:

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

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. 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.
2. 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.
3. 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.