



Relationships and Health Education Policy

Draft

September 2026

1. Introduction and Intent

At Swansfield Park Primary School, we have a comprehensive curriculum and wider personal development offer that supports age-appropriate relationships and health education (RHE) for all pupils as part of the school's statutory curriculum.

We want all children to grow up healthily, happily and safely, able to manage the challenges and opportunities of modern Britain. Effective Relationships and Health Education is essential if young people are to make responsible and well informed decisions about their lives and know about the importance of loving and caring relationships.

RHE is not taught in isolation. It is firmly rooted within the framework for PSHE, the Early Years Foundation Stage Curriculum and the National Curriculum including the National Curriculum for RE, Science and PE. It does not just take place through the taught curriculum but is underpinned by our school values which run throughout all of school life. Furthermore, we believe that the teaching of Relationships Education is most effective when school and families work together in a mutually supportive and complementary way. As part of Relationships Education, pupils will be taught what a relationship is, what a friendship is, what family means and who the people are who can support them. Relationships Education is about understanding the importance of family life, stable and loving relationships, love and care and promoting the British Values of 'Respect' and 'Tolerance'.

2. Aims

Taking account of the age, maturity and needs of the pupils, our Relationships Education provides opportunities for pupils to:

- better understand the nature of human relationships and create a positive culture around issues of sexuality and relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), tolerance, equality, responsibility, confidence, empathy, care and compassion

- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood and teach them the correct vocabulary to describe themselves and their bodies and the importance of health and hygiene
- reflect on how to make good, informed and safe choices concerning relationships and healthy lifestyles, both in real life and online
- develop the knowledge and understanding to recognise boundaries and privacy, knowing how to report concerns and seek advice if they suspect something is wrong

3. Statutory Information

As a primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

The Relationships Education, Relationship and Sex Education (RSE), and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Swansfield Park Primary School we teach Relationships Education as set out in this policy

4. The Delivery of Relationships Education

Relationships Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects are taught within the science curriculum, and other aspects are included in Religious Education (RE). In addition to this, opportunities to develop the principles of Relationships Education are regularly taken in assemblies which are based around our school values and our weekly engagement with Picture News. Additionally, staff model, promote, support and reiterate key principles of Relationships Education throughout the school day both within the classroom and at less structured times such as playtimes, lunchtimes and within our before and after school provision. Elements of puberty education and human development are taught through Health Education, Science and PSHE. Additional non-statutory sex education is delivered in Upper Key Stage 2 delivered by the class teacher which focus on:

- Preparing boys and girls for the changes that adolescence brings, including menstruation and menstrual wellbeing

- Teaching the importance of healthy hygiene as their bodies change. Parents / carers will be notified in advance of the lessons being taught and there will be an opportunity to opt out following a discussion with the Headteacher.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, celebrating ways in which our families can look different but be bound with a common thread of love, nurture and care. We take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) and indeed, that family diversity is to be welcomed and celebrated. We reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). In line with statutory guidance, pupils will learn about different family structures, equality, respect and the protected characteristics set out in the Equality Act 2010. Teaching is delivered in an age-appropriate manner. In primary school, the focus is on biological sex, healthy relationships, respect for others and the physical and emotional changes associated with puberty. Complex or abstract theories relating to gender identity are not taught as part of the primary curriculum.

5. The Delivery of Health Education and Online Safety

Health education gives children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others and seek support if issues arise. By the end of primary school, children will be taught about:

- Mental wellbeing
- Internet safety
- Physical health and fitness
- Healthy eating
- Basic first aid
- Their changing adolescent body

Pupils will be taught to evaluate online information critically, including content generated by artificial intelligence, and understand how algorithms, deepfakes and misinformation may influence beliefs and decisions. Guidance from the Local Authority recommends that children are taught the correct vocabulary for their body parts including male and female genitalia. This is for safeguarding purposes and will be introduced in school from EYFS.

6. Roles and Responsibilities

The Academy Council will be responsible for:

- Playing an active role in monitoring and reviewing this policy and its implementation in school.
- Appointing a link governor with responsibility for Personal Development across school who supports the headteacher and PHSE lead in the strategic leadership of RHE
- Ensuring the curriculum is well led, effectively managed and well planned.

The Headteacher will be responsible for:

The overall implementation of this policy.

- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject
- Providing support to staff members who may feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs
- Ensuring that parents are fully informed of this policy and can access details of the curriculum and resources used to teach the curriculum content
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subject.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach
- Ensuring the subjects are age-appropriate, high-quality and up to date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum
- Ensuring the Relationships and Health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the Relationships and Health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

The SEND Lead will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects

The appropriate teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships and health
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SEND Lead, where necessary, to identify and respond to individual needs of pupils with SEND
- Working with the RHE subject leader to evaluate the quality of provision

Parents and carers will be responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up
- Ensuring that they are aware of curriculum content, organisation and delivery
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school
- Liaising with the school to seek additional support if needed

7. Parents'/ Carers' Right to Withdraw

Parents and carers do not have the right to withdraw their children from Relationships Education. Parents and carers do have the right to withdraw their children from the non-statutory components of sex education (Year 5 onwards). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. Should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Headteacher. A child will only be withdrawn if a discussion with a senior leader has taken place and the parental request has been put in writing

to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

8. Confidentiality

Teachers conduct Relationship Education lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy, and our procedure for safeguarding children.

9. Answering Difficult Questions

If a child asks an explicit or difficult question, staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the Headteacher who can discuss the matter with the parent, or follow other appropriate procedures.

10. Children with SEND

We have a responsibility to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with additional educational needs are properly included in Relationships Education. This may mean additional support within lessons, small group or individual lessons and adapting of resources to enable access. Parents and carers may need to be consulted individually with regard to children with SEND

11. Safeguarding Assurance Statement on Sensitive Topics

When we teach topics such as suicide, eating disorders, body image or abuse, staff will use only evidence-based, age-appropriate resources and will avoid any instructional or triggering content in line with DfE statutory safeguarding guidance (2025).

12. External Visitors & Third-Party Resources

Where external speakers or third-party resources are used, the school ensures full safeguarding checks and guarantees that all RSHE materials are accessible to parents, as required under DfE RSHE guidance (2025).

The Swansfield Park Curriculum

Our curriculum is taught on a two year rolling programme and an overview is available on our school website or a copy can be requested at the school office. This information clearly shows the aspects that children will be learning and the year groups it is covered in.

The table shared below gives a summary of the content that is covered and the year groups that it is taught within.

Year Group	RHE topics covered throughout the year
Reception	All About Me & My Relationships → Who am I? My family and special people → Recognising emotions → Making friends and playing together Health & Wellbeing → Healthy routines: sleep, food & hygiene → Staying safe (people who help us, road safety) → Understanding feelings Living in the wider world → Belonging to a community → Building friendships → Understanding different emotions
Year 1 and 2	Relationships → Families and Friendships → Safe touch → Respecting ourselves and others → Bullying Health & Wellbeing → Healthy lifestyle → Hygiene → Feelings → Medicines → Staying safe → Mental health Living in the wider world → Belonging → Rules → Rights → Money → Jobs → Environment
Year 3 and 4	Relationships → Recognising healthy relationships → Managing conflicts → Stereotypes → Respect → Diversity Health & Wellbeing → Diet - Exercise → Teeth

	→ Mental wellbeing → Drugs (medicine/smoking) → Managing risk Living in the wider world → Community and Democracy → Digital Literacy → Money choices → Sustainability
Year 5 and 6	Relationships → Puberty → Consent → Positive relationships → Marriage → Online relationships → Peer pressure → The use of AI Health & Wellbeing → Mental health → Body image → Substance education → First aid → Healthy habits → Sleep and Screen time Living in the wider world → Media influence → Enterprise & Careers → Law → Rights → Diversity → Prejudice