



# RELATIONSHIP AND HEALTH EDUCATION POLICY



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*'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.'*  
Secretary of State (2021)

## **RELATIONSHIP AND HEALTH EDUCATION POLICY**

At Brackenfield school, we recognise our responsibility to promote spiritual, moral, cultural, mental and physical development of our pupils.

This policy has been written in accordance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance. It will be taught as part of our Personal, Social, Health, Emotional and Economic Education (PSHE).

This policy takes account of the following documents and guidance:

- Education Act (2011)
- Keeping Children Safe in Education – Statutory safeguarding guidance (latest version)
- Learning and Skills Act (2000)
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2021)
- Department for Education Statutory Guidance July 2025
- The Education (Independent School Standards) Regulations April 2019
- The Equality Act 2010
- PSHE Association programme of study 2021

This policy is to be read in conjunction with all other policies.

Please particularly cross reference with the following:

- Child Protection and Safeguarding Children
- Anti-Bullying including Cyber bullying
- Behaviour
- Computing
- Curriculum
- E-Safety
- PSHE
- Science
- SMSC Curriculum

This policy will be reviewed annually and updated in addition, when regulatory updates are published.

### **AIMS**

Many children and young people today are growing up in an increasingly complex world and living their lives both on and offline. This means that they are presented with many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe, healthy, and how to manage their personal, social and academic lives in a positive way.

The aim of Relationships Education at Brackenfield school is to enable children to:

- flourish

- live and learn safely in the modern world
- gain the knowledge, skills and confidence to make their own positive, safe and healthy choices
- develop their own values, attitudes, questions and opinions
- be able to consider the consequences of their behavior and choices
- safeguard and care for themselves and others
- develop resilience to cope with life's ups and downs, but know how to access help if they need it (including our clergy members if required)
- respect themselves and others, and build positive relationships
- teach the children the correct vocabulary to describe themselves and their bodies

It is recommended by the government to be taught in an age-appropriate, timely manner in all primary schools. At Brackenfield school, children learn facts about puberty and health education.

Specific content in line with the expectations of what is taught within primary schools can be found on the DfE website within their Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

## **TEACHING & LEARNING**

Relationships Education will be taught throughout the school, from Early Years (Nursery and Reception) through the Infant school (Years 1 and 2) and into our Junior school (Years 3-6). Topics and themes will be developed from year to year in greater depth considering the pupils' age and maturity. These topics will include the development of communication and social skills, as well as the resilience and character that are fundamental to pupils becoming happy, successful, and productive members of society.

Throughout the year, classes will focus on a different area of Relationships Education. All Relationships Education lessons will be taught by either the class teacher or PSHE lead.

Please see **Appendix 1** for the curriculum overview across the school.

Details of the learning objects for PSHE and Relationships & Health Education are shared in the curriculum maps which are available on the school website.

Year 6 parents will be given the opportunity to ask if they would like their child to be taught about puberty and human reproduction and birth, which are beyond the statutory requirements. After each session parents will be contacted if there have been any questions raised about the content.

## **MONITORING AND EVALUATION**

Monitoring and evaluating of the subject will be carried out through pupil interviews or questionnaires. This feedback from pupils is important in the continuing development of the curriculum, as it will inform teachers of areas of pupil need. The subject should be viewed as flexible and continually evolving, in order to best meet the needs of the children.

## **PARENTS AND CARERS RIGHT TO WITHDRAW CHILDREN FROM HEALTH EDUCATION**

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from any Health Education that is not a compulsory part of the curriculum, until three terms before the child's sixteenth birthday.

Parents will also be able to see the planned programme of study and ask questions about it prior to its delivery. They may ask for issues to be included or removed from the content. The school recommends that, where possible, children are not withdrawn from these lessons as the content does not go beyond

the compulsory curriculum. This helps to avoid any social and emotional effects of being excluded, as well as to reduce the likelihood of children hearing about the content of the lessons second-hand from their peers rather than from a teacher. However, these effects can be mitigated if a parent proposes to deliver health education at home instead, and the wishes of the parent will ultimately be respected by the school.

We appreciate that for some parents that although statutory, they may wish their child to be exempt from these lessons. As part of the information sharing, a permission form will be included for parents. Whilst the school will not teach beyond the statutory curriculum and expectations, the school will signpost parents and work in partnership with them, should they wish their child to be taught any other aspects outside the expected provision.

### **ACCESSIBILITY OF CONTENT FOR ALL PUPILS, INCLUDING THOSE WITH SPECIAL EDUCATIONAL NEEDS**

Relationships Education will be made accessible to all pupils, including those with SEND, through quality teaching and supported by extra one-to-one support where necessary. Vocabulary will be clearly explained with visuals and examples and the content will be delivered in such a way that all pupils can relate to scenarios and situations being discussed.

Drama and role play will also play a part in lessons, enabling pupils to put themselves into situations and rehearse how they would respond or act. This is a useful tool for all pupils, as it gives them the opportunity to consider how they would deal with a variety of situations and allows them to see other pupils modelling their own coping strategies.

### **COMPUTING CURRICULUM**

Children will be taught about online safety as part of the ICT and PSHE Curriculum. The internet and social media are important resources for learning and gathering information at school. We reinforce from Early Years through to Year 6 the importance of keeping safe online; pupils are taught about how to seek help if they have any concerns, the importance of telling an adult if they are uncomfortable about anything they see online, including cyber-bullying, and the importance of having security software installed on their devices.

### **ANSWERING DIFFICULT QUESTIONS**

Questions asked by pupils do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the leadership team if they are concerned. Where a teacher believes that the answer to a question is not appropriate for the whole class, they will work in partnership with parents to agree on next steps.

### **CONFIDENTIALITY**

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or at danger, they will speak to the designated safeguarding lead who will make a decision if any action is to be taken.

## APPENDIX 1: CURRICULUM TOPIC OVERVIEW 2025/2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

<b>Name of policy</b> RELATIONSHIP AND HEALTH EDUCATION POLICY	<b>Policy reviewed/amended date</b> December 2021 (V2) January 2022 (V3) January 2023 (V4) January 2024 (V5) September 2024 (V6) December 2025 (V7)
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