



Relationships and Health Education Policy

School Policy

Date of Policy:	October 2025
Date of Next Review:	October 2026
Review Cycle:	Annual
Signature (Chair of Governors):	Lisa Charlton
Date Ratified by Governing Body:	

Contents

1. Aims.....	3
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	4
5. Curriculum	4
6. Delivery of RHE	5
7. Roles and responsibilities	6
8. Parents' right to withdraw	6
9. Training.....	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	9

1. Aims

The aims of Relationships and Health Education (RHE) at our school are to:

- Prepare pupils for adult life through gaining of knowledge that will enable them to make informed decisions about their wellbeing, health and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils how to keep themselves safe online both mentally, emotionally and physically

Our school values are also embedded within the RHE curriculum:

- Kindness - be kind to ourselves and each other, always
- Aspiration - set high standards and persevere to achieve excellence
- Respect - for ourselves, each other, our local and global environment
- Responsibility - take responsibility for our actions, be a responsible person
- Honesty – tell the truth and learn from the mistakes we make

2. Statutory requirements

As a maintained junior school, we must provide Relationships Education and Health Education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide Sex Education (RSE) but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Primary schools are encouraged by the Department for Education (DfE) to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the statutory National Curriculum for science - how a baby is conceived and born. Health Education, which is also statutory, covers the key facts about puberty and the changing adolescent body.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance. We revised our Relationships and Health curriculum and rewrote it to ensure it covers the new statutory objectives.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – the policy will be shared with parents and carers and they will be given the opportunity to ask questions about the curriculum content. This is due to happen in Spring 1 2025 as we have moved to SCARF PSHE and RHE curriculum.
4. Ratification – once amendments are made, the policy will be shared with governors and ratified once again.

4. Definition

Relationships and Health Education (RHE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, personal identity and keeping safe. It also includes educating about physical health and mental wellbeing.

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health and sexuality. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RHE curriculum forms part of the PSHE curriculum at Mill Rythe Junior School.

At Mill Rythe Junior School we use the PSHE scheme of work provided by Coram Life Education.

These resources are called SCARF, which represents the Coram Life Education values for children of

- Safety,
- Caring,
- Achievement,
- Resilience and
- Friendship.

Meeting all DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study, SCARF is a framework of planning, assessment and learning resources designed to promote behaviour, safety, achievement and wellbeing.

We developed the RSE curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of

this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Parents do not have the right to withdraw their children from RHE or PSHE education.

However, parents do have the right to withdraw their children from the non-science components of sex education within RSE. At Mill Rythe Junior School, this means that parents therefore have the right to withdraw their child from one Year 6 sex education lesson which is related to reproduction, and can do so by writing to the Headteacher. All remaining sex education lessons within our RSE curriculum are part of the Science National Curriculum at Mill Rythe Junior School.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHE

In Years 3 to 6, RHE is taught within the PSHE curriculum. It is also closely linked to a whole school approach that recognises the importance of children's views and contributions to the life of Mill Rythe Junior School. The whole school approach to the development of pupil's knowledge, skills and understanding can be seen through whole school assemblies and the Trickbox programme as well as the Relationships and Health Education curriculum.

Online Safety and Relationships is an RHE and computer unit combined which is taught in every year in the school. This is noted in Appendix 1 and taught in the Spring Term.

Our Relationships and Health Education curriculum is taught in half termly units of work, across all terms and all year groups. Objectives have been grouped into small units of work and are progressive through the school as captured in our progression in knowledge document. Relationships and Health Education lessons will often involve some circle time activities as a mechanism for discussion to address many issues but especially those of a sensitive nature.

Where possible, Relationships and Health lessons are taught by the class teacher so that pupils feel most comfortable when learning and talking about sensitive issues. All teachers in the school will be supported to deliver RHE effectively through staff training sessions lead by the RHE lead. Our Growing and Changing units are taught at the end of each year, when relationships between children and staff have been developed.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout the scheme of work and plans. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people the world.

RSE is taught within our PSHE curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in Religious Education.

The SCARF curriculum breaks down the teaching of RSE into six half-termly units:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe

- Rights and Responsibilities
- Being My Best
- Growing and Changing

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At all stages of planning, teaching and assessing, the needs of the pupils are prioritised and provision is adapted to ensure it is accessible to all children including those with Special Educational Needs and Disabilities (SEND). School staff are able to support children who require additional support in any of the above areas.

7. Roles and responsibilities

7.1 The Governing Body

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education and Health Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. At Mill Rythe Junior School parents therefore have the right to withdraw their child from one Year 6 sex education lesson which is related to reproduction, and can do so by writing to the Headteacher. All remaining sex education lessons within our RSE curriculum are part of the Science National Curriculum.

9. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by the RHE leader, Mrs Venessa Mott.

Discussions with staff

- Dedicated staff meeting time to ensure a consistent approach to the delivery of RHE content
- Book scrutinies
- Pupil Conferencing
- Learning Walks/drop ins/lesson observations
- Pupil Questionnaires

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RHE Leader annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and Health education curriculum map -

Appendix 1

All year groups study the same 6 half-termly units throughout the year with the themes being explored in different ways as children progress throughout the school. Our PSHEE curriculum is mapped to the new DfE guidance for Relationships Education and Health Education as well as the National Curriculum.

Year/ Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing (Including RSE)
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 2: To be updated following parental consultation in Spring 2025

RELATIONSHIPS EDUCATION