



# **Relationships and Health Education**

# **POLICY**

**(Including Statutory Relationship and Health Education and  
Relationships and Sex Education)**

**September 2026**

## **The Policy**

This policy has been designed to outline key information for stakeholders, including parents, regarding the teaching of Relationship and Health Education (RHE) and Relationship and Sex Education (RSE) at Field Junior School. This policy has been developed by the leadership team and RHE lead following the statutory DfE guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (September 2026).

This policy is a statement of the aims, principles and strategies for the teaching of Relationship and Health Education (RHE) and Relationship and Sex Education (RSE) and has been approved by the Field Junior School Board of Governors and will be reviewed by the board annually.

## **Relationships and Health Education (RHE)**

Relationships and Health Education at Field Junior School has been designed using objectives following statutory DfE guidance, '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' (September 2026) to ensure children receive a well-balanced and rounded curriculum.

Relationship Education at Field Junior School will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will learn what a relationship is, what friendship is, what family means and who can support them, including how to seek support. In an age-appropriate way, children learn how to treat each other with kindness, consideration and respect whilst maintaining their own boundaries and self-respect.

Health education at Field Junior School aims to give children the information they need to make good decisions about their own physical and mental health and wellbeing, to identify factors that affect health and wellbeing in themselves and others, and to seek support as early as possible when these issues arise.

The learning and experiences that take place during RHE help children to make informed decisions about how to stay safe, healthy, independent thinkers who can build positive relationships and contribute to their wider world. Relationship and Health Education continue to be a statutory requirement under the new DfE guidance, September 2026 and pupils cannot be withdrawn from this part of the curriculum. Our full RHE curriculum can be viewed on the school website by following the link and opening RHE Curriculum September 2026:

[Foundation Subjects – Field Junior School](#)

### **Relationships and health education teaching at Field Junior School will:**

Take place within a moral context.

Respect values and beliefs of all members of our community.

Be provided by teachers who are sensitive to the concerns and needs of pupils and their families.

Use appropriate and quality teaching resources.

Help to build children's self-esteem and self-confidence.

Be delivered within a whole-school approach – with clear progression across year groups.

Value pupils' confidentiality and will not involve pupils answering personal questions or revealing private situations.

Promote an understanding that information gained during Relationships and Health Education lessons is used in a responsible way.

Recognise and respect varying levels of physical and emotional maturity.

At Field Junior School, we cover the learning opportunities in RHE under six big questions:

- How do I maintain my wellbeing? (Autumn 1)
- How do I maintain a healthy body and mind? (Autumn 2)
- How would I like to be treated and how do I treat others? (Spring 1&2)
- How do I maintain a healthy digital life? (Summer 1)
- How do I build and maintain positive and healthy relationships? (Summer 2)
- How will our bodies develop and grow? (Years 4-5 where appropriate depending on year group)

These themes will be covered across the school at the same time, helping children to make links with their previous learning and to understand the ongoing relevance of these areas throughout their time at Field Junior School. Within these six broad themes, children will build up their understanding and skills. Children are educated within a nurturing environment where self-knowledge and self-esteem are developed. Children build an understanding that a positive, caring environment is essential in the development of positive self-image and that they are in charge of and responsible for their own bodies. Children learn about setting and maintaining boundaries and identifying risks, including online. For individual learning objectives, please see the RHE Curriculum document on the school website.

Our mission statement, 'A happy school where learning, achievement and respect are valued by all', underpins our whole school ethos and many aspects of RHE embed in the everyday expectations and routines within our school community. All staff model courtesy, manners and respect so pupils learn the importance and value of these virtues and a relational approach is taken to building relationships with and understanding of our pupils. Our curriculum is therefore delivered by our own staff, who know our pupils best. External providers may be used to support the teaching of RHE and to offer broad opportunities for our pupils, in collaboration with school staff, including attendance of a trip to Hazard Alley to enhance learning about safety, a visit from The 2 Johns to support learning about e-safety and support from the local police force and PCSOs where relevant.

Children explore some elements of the curriculum through whole-school assemblies and circle time, where appropriate. In addition, we provide opportunities for children to explore cultural and national events through whole school celebration assemblies and themed weeks.

### **Sex Education (RSE)**

For the purpose of this policy, Sex Education at Field Junior School is defined as the teaching of the process of intercourse and conception in the context of 'human reproduction' and is not compulsory at primary school; however, governors and staff at Field Junior School recognise that it is beneficial for children to have a sound understanding of the key facts of human reproduction before they transition to secondary school. This accurate knowledge empowers and protects children as long as it is age appropriate. Governors and staff also recognise the importance of placing the process of human reproduction within a wider moral context of mutual love, respect and trust between two consenting adults. Furthermore, linking the statutory facts about changing adolescent bodies and puberty with the teaching of the process of human reproduction contextualises these body changes and helps children to understand why these changes take place. **Parents and carers have a right to request that their child is withdrawn from Sex Education. The statements in blue on the curriculum document show the objectives which fall under 'Sex Education' and which pupils can therefore be withdrawn from.**

Parents and carers will be notified prior to the delivery of Sex Education lessons, which take place in the final year of primary school, using age-appropriate materials and in a safe, inclusive and respectful learning environment. As part of this process, parents and carers will be given an opportunity to come into school to view the materials that will be used with pupils in Sex Education lessons so you may discuss these with the RHE lead and the class teacher and raise any questions. This also ensures that parents have the opportunity to have a discussion with their child about the upcoming subject matter, in the context of their own family, prior to the teaching in school.

Where parents wish to exert their right to withdraw their child from sex education, they may do so in writing to the head teacher. This right does not apply to statutory objectives from the national curriculum programme for science or the statutory programme of study for Relationships and Health Education (RHE). Where children are withdrawn from Sex Education, alternative arrangements, within school, are made.

### **Single sex delivery and answering of questions**

For all RHE and Sex Education teaching, the need for children to feel comfortable and secure when asking questions or speaking out is a priority. Following parent consultation, governors and staff recognise that it would be preferable to teach certain aspects of body changes during puberty and the core theme of sex education within single sex groups. At all times, children's sensitivity and welfare will be paramount and opportunities for 1-1 discussion or additional support are offered where appropriate.

Our staff build safe classroom environments, where children are able to ask questions and reflect. During the teaching of Sex Education, teachers will use question boxes to ensure that questions can be asked anonymously to peers and that all questions being discussed have been checked for suitability by the adults first. In the case where children ask questions about topics in Sex Education that the school does not cover or that relates to Sex Education from which the child has been withdrawn, staff will refrain from answering these questions and will have a discrete conversation with parents/carers in order that parents/carers can address these topics as they see appropriate at home.

### **British Values**

The Fundamental British values (a set of core principles defined by the UK government to prepare people for life in modern Britain) of 'democracy', 'the rule of law', 'individual liberty', 'mutual respect' and 'tolerance of those with different faiths and beliefs' will be starting points for children to develop their skills of critical thinking, through a range of scenarios. Children have the opportunity to compare and contrast their opportunities and experiences with those of others and to develop their sense of respect for difference. British Values will also be highlighted through weekly assemblies and certificates.

### **Staff development and training**

Any teacher delivering aspects of Relationships and Health Education will be offered advice and training in the form of whole staff inset training, external courses or reading materials. This will enable teachers to:

- Build a climate of trust, confidence and sensitivity within the classroom.

- Negotiate clear parameters for discussion and behaviour.

- Deal with disclosure.

- Understand procedures related to the teaching of relationships education at KS2.

- Understand procedures related to the teaching of health at KS2.

- Become familiar with the teaching resources available.

- Develop subject knowledge.

New teachers are offered the option to deliver lessons alongside an experienced member of staff or with the RHE leader's support.

### **National Curriculum Science Links With RHE/RSE**

There are many cross-curricular links between Science and RHE/RSE education. The class teacher will teach science objectives relevant to core themes of RHE and RSE, through cross-curricular links, wherever possible. The National Curriculum science objectives for KS2, relevant to the teaching of RHE and RSE are:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animal
- Describe the changes as humans develop to old age
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Monitoring and Evaluating of RHE and RSE within school**

The RHE subject leader is responsible for co-ordinating and planning the delivery of RHE/RSE throughout the key stage. Liaising closely with other subject leads, as well as the senior leadership team and school governors, the subject leader will:

Monitor, evaluate and develop the RHE and RSE curriculum.

Ensure all objectives are covered and children have understood and contextualised their learning.

Ensure that there is evidence of age-appropriate progression across the key stage.

Organise and maintain resources.

Advise and support all teaching and support staff where required.

Provide alternative facilities for any children who have been withdrawn from sex education.

Arrange, as applicable, outside agency visits, for example; training, support, school speakers etc.

The RHE lead, along with the Senior Leadership Team, will monitor the delivery of the RHE curriculum termly through a combination of book looks, pupil voice and learning walks. If reviews to the curriculum are deemed necessary within the restraints of the statutory guidance, the policy will be adjusted accordingly and approved by the governing body.

### **Resources**

At the beginning of each new academic year, the new year-group intake develops a positive statement reflecting class ethos and class rules, during 'getting to know you' week. This is displayed clearly in that classroom. We use the NSPCC 'Pants' safety campaign resources to support teaching about safety and boundaries.

### **Equalities**

All children regardless of age, disability, ethnicity and culture, gender identity, religion or belief, sex or sexual orientation should have access to high-quality RHE provision. Teaching materials and delivery of RHE education should ensure that no child feels excluded from any aspect of RHE. All children should be valued and included and hence our materials include images of many different family compositions in lessons on family relationships. Teachers should ensure that a culture of respect and trust in keeping with the school's ethos and The Equalities Act 2010 is central to their delivery of all RHE provision and they should model positive and respectful responses to the viewpoints and choices of others. Teaching of all aspects of relationship and health education, as well as sex education, should be age-appropriate and reflect the law (including the Equalities Act 2010) as it applies to safeguarding and relationships, so that young people clearly understand what the law allows and does not allow and their rights and responsibilities.

### **Accessibility in RHE**

In line with our equalities statement, all children are entitled to access the RHE curriculum regardless of disability or maturity. For those children with SEND, differentiated materials and/or personalised teaching approaches are used and a TA will be available, as appropriate.

The annually elected Field Junior School Parliament meets regularly to discuss the children's concerns and ideas for improving our school. Pupil voice is an important element of school development and children are regularly asked for their input and ideas on a range of issues.

### **Parental Partnership to Support the Provision of RHE**

Governors and staff at Field Junior School wish to work closely with parents and carers, to ensure that the teaching of RHE offered by our school compliments and supports the role of parents and carers in preparing their children to cope with the physical and emotional challenges of growing up.

The RHE policy is available on our school website and a paper copy is available, free of charge, should parents request one. Consultation with parents occurs prior to finalising and approving the RHE policy. This consultation includes an opportunity for parents to raise any concerns, make suggestions and discuss the contents of the policy, with the Senior Leadership Team or RHE lead.

### **Confidentiality**

Although all staff respect a child's wish for confidentiality, staff cannot give a total commitment to confidentiality around any disclosure that raises concern. Such information may have to be passed, if deemed necessary, to our DSL (Designated Safeguarding Leader for child protection) or a senior member of staff. This is in line with our child protection guidelines and all staff members will always act in the best interest of the child.