



Relationships Education, Relationships & Sex Education (RSE) and Health Education Policy

2026 – 2027

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INTRODUCTION

Children and young people today are growing up in a rapidly changing world both on and offline. Whilst this presents many positive opportunities, it also poses challenges and risks. Children and young people need to know how to be safe and healthy and know how to manage their academic, personal and social lives in a positive way. Our Relationships and Sex Education (RSE) policy is designed to equip pupils with the knowledge, skills, and values to navigate these complexities safely, confidently, and respectfully.

It is for this reason, the Department for Education (DfE) made Relationships Education and Health Education compulsory for all pupils receiving primary education.

Our policy has been written in line with the [DfE's Relationships Education, Relationships and Sex Education \(RSE\) and Health Education statutory guidance, 2025](#).

It also aligns with the 2014 National Curriculum, and the expectations of the national inspectorate. It reflects our commitment to safeguarding, inclusion, and the promotion of equality for all pupils.

STATUTORY REQUIREMENTS

- Relationships Education and Health Education are compulsory for all primary pupils, as mandated by the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Equality Act 2010 requires us to eliminate discrimination, advance equality, and foster good relations, including LGBTQIA+ inclusion.
- The SEND Code of Practice (2015) ensures accessibility and reasonable adjustments for pupils with SEND.
- Safeguarding guidance (Keeping Children Safe in Education, 2026) requires RSE to support safeguarding, including online safety and recognising abuse.
- Parents have the right to withdraw their child from sex education (not relationships or health education), except for content delivered through the science curriculum.
- The RSE policy must be published, reviewed annually, and developed in consultation with parents, staff, and governors.

AIMS

- To provide a high-quality, age-appropriate RSE curriculum that meets statutory requirements and supports pupils' personal development and wellbeing.
- To teach the fundamental building blocks of positive relationships, including friendships, family relationships, and respectful interactions with others.
- To promote understanding of physical and mental health, wellbeing, and personal safety, including online safety.
- To foster respect for diversity, challenge stereotypes, and promote equality, including LGBT inclusion.
- To empower pupils to recognise and report abuse, understand boundaries, and make informed choices.
- To ensure RSE is accessible and relevant to all pupils, including those with special educational needs and disabilities (SEND).
- To engage parents and carers in the development and delivery of RSE.

At Flamstead Village School, to ensure progression and a spiral curriculum, we use 'Jigsaw' as our chosen teaching and learning scheme of work and tailor it to our pupils' needs. This holistic approach ensures that learning is reinforced through the year and builds upon previous content from the year before.

Teaching strategies are varied and are tailored to reflect the preferred learning styles of our pupils and incorporate careful adaptations to ensure access for all our pupils.

All our RSE / PSHE curriculum overviews for each year group, can be found on our school website and are emailed to parents / carers annually. The overviews give a comprehensive guide to coverage as well as key vocabulary used in a lesson. We ask parents / carers to make themselves familiar with the content of the lessons that will be taught to their child.

OUR CURRICULUM

Our RSE curriculum is broad, balanced, and sequenced to ensure progression. It covers:

- **Relationships Education:**
 - Families and people who care for me (including diverse family structures)
 - Caring friendships
 - Respectful relationships
 - Online relationships and digital safety
 - Being safe, including understanding boundaries, privacy, and consent
- **Health Education:**
 - Mental wellbeing and emotional literacy
 - Internet safety and harms
 - Physical health and fitness
 - Healthy eating and nutrition
 - Drugs, alcohol, and tobacco (age-appropriate)
 - Health and prevention, including hygiene and self-care
 - Basic first aid
 - Changing adolescent body (puberty), including menstruation
- **Sex Education (non-statutory in primary):**
 - Human reproduction and conception, in line with the science curriculum for Years 5 and 6
- **Cross-curricular Links:**
 - Science: external body parts, human development, puberty, reproduction in plants and animals
 - Computing: online safety and digital citizenship

RELATIONSHIPS EDUCATION

Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Pupils are taught how to take turns; how to treat each other with kindness; consideration and respect; the importance of honesty and truthfulness; permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate physical contact.

We address the features of healthy friendships; family relationships and other relationships children are likely to encounter. Drawing attention to these in a range of contexts enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This supports pupils to recognise any less positive relationships when they encounter them.

Teaching about families requires sensitive and well-judged teaching based on knowledge of our pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQTiA+ parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures.) It is our aim to ensure that there is no stigmatisation for any child based on their home circumstances. Our school community is diverse, and it is important to reflect sensitively that some children may have a different structure of support around them to the majority of the pupils in their class and this is to be equally valued.

At Flamstead Village School, in keeping with our values, we aim to tackle discrimination, question stereotypes, develop self-acceptance and help children learn how to live alongside and show respect for all.

We place an understanding on the importance of respect, resilience and self-belief supporting our pupils to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships Education teaches our pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At a primary level, this focuses on boundaries and privacy, ensuring children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. At Flamstead Village School, we also invite the NSPCC in to discuss their Talk Pants programme or complete their online assemblies and activities. This is delivered in an age-appropriate way depending on the key stage a child is in.

HEALTH EDUCATION

Health Education in primary schools includes the characteristics of good physical health and mental wellbeing. Mental or positive wellbeing should form part of our daily life, in the same way as physical health. We look at the benefits and importance of daily exercise; good nutrition and sufficient sleep, and support pupils with the language and knowledge to understand the normal range of emotions that everyone experiences.

At Flamstead Village School, we complement our curriculum with additional wellbeing programmes as we place high emphasis on pupils' positive mental health. We use our 'My Happy Mind'

programme to build resilience and deliver nurturing support for pupils and families to promote positive wellbeing.

Health Education highlights the benefits and characteristics of good health and wellbeing, and our pupils cover a variety of topics such as isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing. At Flamstead Village School, we place physical exercise and time spent outside in high regard. We work in close collaboration with Sporting Kids Sport Providers who deliver morning, afternoon and after school clubs.

Health Education also includes simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Puberty including menstruation is covered in our RSE Policy and as far as possible, is addressed before onset. Puberty education ensures both male and female pupils are prepared for changes they will experience during puberty and they are taught together about puberty for both sexes.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Key Stage 2, pupils are taught why social media, computer games and online gaming have age restrictions and will be equipped to manage common difficulties encountered online (this links to our computing curriculum and our online safety lessons).

SEX EDUCATION

The DfE Guidance 2025 (p.11) states that Sex Education is not compulsory in primary schools but recommend that primary schools teach sex education in Years 5 and / or 6, in line with content about conception and birth, which forms part of the National Curriculum for Science. The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It also covers human reproduction.

It is important to note that whilst parents / carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE, they do not have the right to withdraw their child from relationships and health education, nor can the pupils be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

WITHDRAWING PUPILS FROM SEX EDUCATION

If a parent / carer wishes to withdraw their child from some or all of the Sex Education delivered as part of the statutory RSE, a meeting with the Headteacher should be arranged to discuss the request, in order to better understand the request and to clarify the nature and purpose of the curriculum. This will likely include discussions around the benefits of sex education, and any detrimental effects of withdrawal, including any social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate.

If a pupil is withdrawn from Sex Education, Flamstead Village School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty and links closely to our scheme of work for RSHE. This part of the science curriculum is also compulsory.

ASSESSMENT

- Formative assessment is embedded through teacher observation, discussion, pupil self-assessment, and reflection activities.
- Progress is monitored through pupil feedback, class discussions, and review of learning outcomes.
- Summative assessment is not required, but teachers monitor and record pupil engagement and understanding to inform planning.
- Pupil voice is used to evaluate the impact of RSE and identify areas for development.

POLICY DEVELOPMENT

This policy has been developed in consultation with governors, staff and parents.

At Flamstead Village School, we allocate 45 minutes to PSHE/ RSE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: assemblies, praise and reward system, class agreements, nurture groups, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class Teachers deliver the weekly lessons to their own classes with the expectation on Summer Term 2 in which other senior leader may take specific Relationship and Sex Education lessons in year groups.

ROLES & RESPONSIBILITIES

Governing Body	Approves and reviews the RSE policy; monitors implementation and parental feedback.
Headteacher	Ensures statutory compliance; oversees curriculum delivery; manages parental withdrawal requests.
PSHE / RSE Lead	Coordinates curriculum planning; supports staff; monitors and evaluates provision; leads staff training.
Class Teachers	Deliver RSE lessons; adapt content for pupil needs; create a safe learning environment.
SENCo	Supports adaptation and accessibility for pupils with SEND.
Parents / Carers	Engage with curriculum content; provide feedback; exercise withdrawal rights for sex education.
Pupils	Participate actively; contribute feedback; respect ground rules.

MONITORING & REVIEW

The Governing Body monitors this policy on an annual basis, giving serious consideration to any comments from parents about the PSHE / RSE programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

- The Governing Body reviews the RSE policy annually, considering feedback from parents, staff, and pupils.
- The Headteacher & PSHE / RSE Lead monitor curriculum delivery, assessment & impact.
- Teaching materials are scrutinised to ensure alignment with school ethos and statutory guidance.
- Pupil voice and parental feedback inform ongoing development.
- The policy and curriculum are updated in response to legislative changes and inspectorate recommendations.

INCLUSION

The government guidance states that RSE and Health Education must be accessible for all pupils. At Flamstead Village School, we ensure that our planning and teaching is tailored and personalised to individual needs to allow accessibility for all according to the age and stage of each pupil.

- RSE is accessible to all pupils, regardless of gender, ability, cultural background, or family structure.
- Lessons are differentiated and personalised to meet individual needs, with additional support for pupils with SEND.
- Resources are adapted for varying literacy levels and learning styles.
- The curriculum reflects the diversity of our school community and promotes respect for all.
- Reasonable adjustments are made to ensure full participation.
- Sensitive topics are taught with consideration for pupils' backgrounds and experiences.

EQUALITY

This policy complies with the relevant requirements of the Equality Act 2010, including the [Public Sector Equality Duty \(PSED\) \(s. 149\)](#). The DfE Guidance 2025 (p. 37) states, "School must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment and that pupils should understand the importance of equality and respect".

Primary schools are strongly encouraged by the DfE to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. Schools should ensure that pupils should understand the importance of equality and respect throughout their education.

LINKS TO OTHER POLICIES

- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- PSHE Policy