



Severne Primary School

Relationships & Health Education Policy

Respect • Succeed • Celebrate



RELATIONSHIPS & HEALTH EDUCATION POLICY

School Vision and Rationale

At Severne we believe that every child has the right to succeed in life.

Diversity is respected, celebrated and used to provide a curriculum full of opportunities which broadens the children's understanding of the wider world and the life choices available to them.

Respect • Succeed • Celebrate

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers, find the link: [here](#)

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society.

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

We prepare our pupils for the opportunities, responsibilities and experiences in later life and encourage them to use developing social skills and knowledge to identify risk to make safe decisions for them.

RHE has an integral part to play in building pupils' mental wellbeing and their understanding of themselves as part of a family, community and wider society. As our pupils grow, they will understand their rights as global citizens and the responsibility that this brings.

STATUTORY REQUIREMENTS

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

From September 2020 it is a legal requirement to teach Relationships and Health Education at primary school and parents do not have a legal right to withdraw their child(ren) from teaching on these subjects.

SCHOOL CONTEXT

Our school community comes from a wide and diverse society. A proportion of pupils are eligible for the pupil premium funding and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

Although the school is located in an area of exceptionally high deprivation we do not use this as an excuse for underachievement. For example, 59% the pupils are entitled to pupil premium and these pupils make positive progress over time both academically and in their personal and social development.

POLICY DEVELOPMENT AND CONSULTATION

The policy has been developed through consultation with our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

RELATIONSHIPS AND HEALTH EDUCATION

At Severne Primary School understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about the understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children facts in an age appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the schools policy on that subject is explained further below).

For the purpose of this policy:

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information, and exploring issues and values.
- RSHE is **not** about the promotion of sexual activity.

Aims and Objectives of this policy and the relationships education curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually
- Relationship Education provides a foundation for further work at secondary school
- To help young people to respect themselves and others
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene
- To help pupils understand the significance of marriage and stable relationships and its importance for family life ****Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances****
- To help pupils move more confidently and responsibly into and through adolescence
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To help pupils to understand a range of views and beliefs about relationships
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

MORAL AND VALUES FRAMEWORK

THE PROGRAMME WILL REFLECT THE SCHOOL PHILOSOPHY AND ETHOS TO ENCOURAGE THE FOLLOWING VALUES:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community

CONTENT OF PROGRAMME PRIMARY

- Outline how Relationships and Health Education is provided to support personal, social and emotional well-being
- Our Relationship and Health Education curriculum has been developed through progressive units beginning from Year 1 to Year 6 (Please see overview below)

SEX EDUCATION

The school has decided following consultation with parents and governors that the only teaching that it will provide about sex education is that which is included in the National Curriculum for Science. Parents do not have a right to withdraw their child from these lessons.

ORGANISATION AND METHODS OF TEACHING Planning and delivery of programme

At Severne, we use the *Birmingham Approach to relationships and health Education*, which has been developed, with primary schools in Birmingham, as standalone resource to meet the requirements of the statutory teaching of relationships and health education in primary schools.

- This scheme of work has been planned by school staff and supporting external agencies
- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected
- The discrete puberty programme will be taught in Years 5 & 6 in selected single sex groups by trained, confident staff
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated
- Resources used have been selected through the parent and staff partnership and the materials selected are appropriate for each year group and enhance the learning

Year Group	Relationship Education			Health Education		
	Relationship	Safety On & Offline	Families	Mental Well being	Health Prevention	Changing Bodies
1	*		*	*		
2	*	*	*	*		*
3	*		*	*	*	
4	*	*	*	*		*
5	*	*	*	*	*	*
6	*	*	*	*	*	*

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed.

AREAS OF RESPONSIBILITY:

Head Teacher and Governors

- Ensure the framework is followed
- Ensure that this policy is made available to parents
- When developing and amending this policy, work with parents and listen to their views

Teaching Staff

- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required
- Liaise with parents and feedback any concerns, following the school's usual procedures • Respond to the needs of pupils, following the school's usual procedures

Pupils

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

SPECIFIC ISSUES

Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Use of External Providers [if required]

External providers should be made aware of the school's policies and procedures prior to planned delivery. They will be expected to follow the school's agreed scheme of work and that all delivery with pupils will be evaluated.

Answering Difficult Questions

- If a pupil/student asks a difficult question during a whole class session, staff will be expected to answer honestly and factually

- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern

WORKING WITH PARENTS

The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role.

On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place, in line with the statutory National Curriculum for Science.

Parents will be consulted when this Relationship and Health Education Policy is reviewed. Parents/carers have the right to see any resources that the school uses - details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment.

Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) but not from Relationships and Health Education lessons.

Any complaints will be addressed through the school's complaints procedure.

PROVISION FOR MENSTRUATION

Named role or person will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the Junior Girls Toilets/ Female Toilets.

Other related documents & policies

- Cross reference to other related policies,
- Education Act 2011
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- Relationship & Health Education Statutory Guidance 2025 (DfE)
- United Nations Convention on the Rights of the Child

EQUAL OPPORTUNITIES/INCLUSIVITY

The school's Relationships and Health Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

MONITORING AND EVALUATION

This policy will be managed by the PSHE Co-ordinator and an appointed governor will be responsible to ensure that the programme is evaluated and impact reported to the governing board.
The policy will be reviewed annually.

DISSEMINATION OF THE POLICY

A summary of this policy will appear in the school prospectus and on the website.
Parents will be supplied with a fully copy on request.
The policy will be communicated to all staff and governors.

RATIFIED BY

PSHE Lead	L Harris	DATE	01/09/2026
Head Teacher	S Mitchell	DATE	01/09/2026
Governor	S Jackson	DATE	23/09/2026

REVIEW DATE September Annually