



Field Lane J, I & N School

Relationships and Health Education Policy

Approved by: Local Governing Body

Reviewed by: Senior Leadership Team

Last reviewed: November 024

Next Review by: November 2025

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of Relationships Education
7. Use of external organisations and materials
8. Roles and responsibilities
9. Parents' right to withdraw
10. Training
11. Monitoring arrangements

Appendix 1: Relationships Curriculum map

Appendix 2: Online Safety Progression KS1 & KS2

Appendix 3: SMSC curriculum

Appendix 4: By the end of primary school pupils should know

Appendix 5: Science Programmes of Study

1. Aims

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach Learners the correct vocabulary to describe themselves and their bodies (from Y4)

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

At Field Lane J I & N School we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a working group of staff members gathered all relevant information including national and local guidance
2. Staff consultation – school staff were given the opportunity to make recommendations
3. Our governing body working group had the opportunity to make recommendations
4. Parents and carers were invited to view the policy to support their understanding of the content of the curriculum and were invited to comment
5. Ratification – following the consultation with stakeholders, amendments were made and the policy was shared with the full governing body and ratified

4. Definition

RSE is about the emotional, social and cultural development of learners, and involves learning about relationships, healthy lifestyles, puberty, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

5. Curriculum

Our Relationships curriculum is set out as per Appendix 1, but is adapted as and when necessary.

We have developed the curriculum in consultation with parents/carers, learners and staff, taking into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are informed and do not seek answers online.

We teach sex education content only as required by the statutory science curriculum (Appendix 5).

Primary sex education is not compulsory in primary schools and at Field Lane, we do not cover any additional content on sex education. Our focus is on preparing boys and girls for the changes that adolescence brings. Learners in Y5 and Y6 receive stand-alone, single-sex sessions about puberty delivered by teachers with a member of the Senior Leadership Team in attendance. Parents are invited to some of these sessions.

If students have questions that extend beyond this content, teachers will respond appropriately to ensure that students are informed and do not seek information from alternative sources, such as online platforms.

We share curriculum materials with parents and carers upon request.

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

6. Delivery of Relationship Education

At Field Lane, Relationships Education is taught within the wider Personal Development Education.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe
- Online relationships
- Changes that occur during puberty

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, LGBT+ 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Our Personal Development curriculum comprises sessions developed by the PSHE Association and Pol-Ed.

What is Pol-Ed?

Pol-Ed is a West Yorkshire Police education programme, written by teachers for teachers in schools across West Yorkshire. Its purpose is to keep children safe by developing their understanding of risks, consequences and the law and to develop their resilience and ability to help and support each other.

The programme covers the following themes: *Relationships, Living in the Wider World, and Health and Wellbeing.*

Relationships Education is also an integral part of Spiritual, Moral, Social and Cultural (SMSC)

development which is the overarching umbrella that encompasses personal development across the whole curriculum and includes assemblies, events, British Values. SMSC is at the heart of school development. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide. (See Appendix 3 for more detail about SMSC.)

Our Online Safety Curriculum is based on the Purple Mash Computing Programme (see Appendix 2)

In addition to this policy, parents will receive information about the content that will be included in these Personal Development sessions in the Parent Curriculum Sheet every half term prior to the content being taught. This will enable parents to support their children at home.

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

6.1 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 learners' experiences
- During lessons, makes learners feel safe and supported and able to engage with the key messages

We will also ensure that learners engage with these topics in an environment that is suitable for them, such as:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching is balanced, and it and the resources they intend to use:

- are age-appropriate
- are in line with pupils' developmental stage
- comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- be clear on:
 - what they're going to say
 - ask to see in advance any materials that the agency may use
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- check the agency's protocol for taking pictures or using any personal data they might get from a session
- remind teachers that they can say "no" or, in extreme cases, stop a session
- make sure that the teacher is in the room during any sessions with external speakers
- share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governing Body

- The Governing Body reviews this policy alongside teaching staff.
- The Governing Body will hold the headteacher to account for the implementation of this policy.
- The Governing Body has delegated the approval of this policy to the RSE committee

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Reflecting the law (including the Equality Act 2010) as it applies to sex and relationships.
- Delivering RSE in a sensitive way
- Ensuring information about the unit being taught is given on the Parent Curriculum Sheet every half term
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Working with the SENDCO to identify and respond to the needs of pupils with SEND.
- Reporting any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns are encouraged to discuss this with the headteacher.

All teachers are responsible for teaching RSE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from RSE at Field Lane as we do not provide any sex education that is in addition to the statutory curriculum .

10. Training

Staff are trained on the delivery of RSE 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 or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

- Professional dialogue with teachers
- Child interviews
- Learning for Life books
- Lesson observations

Pupils' development in RSE is monitored by class teachers within our internal assessment system.

This policy will be reviewed by the Headteacher and Governors annually. At every review, the policy will be approved by the Governing Body.

Appendix 1

Field Lane School's Personal Development Progression Map

Aspects of Personal Development covered through other curriculum subjects, visitors, assemblies and events

Resources: NSPCC / PoEd

EYFS:

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

Know and talk about the different factors that support their overall health and wellbeing:

- 1.regular physical activity
- 2.healthy eating
- 3.toothbrushing
- 4.sensible amounts of 'screen time'
- 5.having a good sleep routine
- 6.being a safe pedestrian

KS1	KS2
General Health and Wellbeing	
Foods that support good health and the risks of eating too much sugar. How physical activity helps us to stay healthy; and ways to be physically active everyday. Simple hygiene routines that can stop germs from spreading. Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.	What good physical health means; how to recognise early signs of physical illness What constitutes a healthy diet; how to plan healthy meals; benefits to and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. Bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.

<p>Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>How to keep safe in the sun and protect skin from sun damage.</p>	<p>How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
Bereavement	
<p>Change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>	<p>Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>
Ourselves: Growing and Changing	
	<p>Upper KS2 only</p> <p>For some people gender identity does not correspond with their biological sex.</p> <p>The physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing).</p> <p>How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>Where to get more information, help and advice about growing and changing, especially about puberty.</p>
Keeping Safe	
<p>Rules and age restrictions that keep us safe.</p> <p>How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>Household products (including medicines) can be harmful if not used correctly.</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>The people whose job it is to help keep us safe</p> <p>What to do if there is an accident and someone is hurt.</p>	<p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>The importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>What is meant by first aid; basic techniques for dealing with common injuries.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.</p>

How to get help in an emergency (how to dial 999 and what to say)	
Drugs, Alcohol and Tobacco	
	<p>The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p>Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>Why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>The mixed messages in the media about drugs, including alcohol and smoking/vaping.</p> <p>The organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>
Relationships	
<p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>Sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>How to respond safely to adults they don't know. How to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>Knowing there are situations when they should ask for permission and also when their permission should be sought.</p> <p>The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p>	<p>Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p> <p>Seeking and giving permission (consent) in different situations</p> <p>Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p> <p>Upper KS2 only</p> <p>People may be attracted to someone emotionally and/or romantically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p> <p>Forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p>
Economic Wellbeing	
<p>What money is; forms that money comes in; that money comes from different sources.</p> <p>People make different choices about how to save and spend money.</p>	<p>The different ways to pay for things and the choices people have about this.</p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p>

<p>The difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>Money needs to be looked after; different ways of doing this.</p> <p>Jobs help people to earn money to pay for things.</p> <p>Different jobs that people they know or people who work in the community do.</p> <p>Some of the strengths and interests someone might need to do different jobs.</p>	<p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <p>Recognise that people make spending decisions based on priorities, needs and wants. L21. different ways to keep track of money.</p> <p>Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>The risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>Identify the ways that money can impact on people's feelings and emotions</p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>What might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <p>Some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>Identify the kind of job that they might like to do when they are older.</p> <p>Recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>
---	---

Appendix 2

Online Safety Progression EYFS, KS1 & KS2

Year Group	Objectives
EYFS	<p>Children understand that their password belongs to them.</p> <p>Children recognise the impact of good choices and consequences of wrong ones.</p> <p>Children understand that they need an adult with them when using the Internet.</p> <p>Children recognise who they can ask for help and know when they need help.</p> <p>Children understand that they need to share equipment and take turns.</p>
1	<p>Children begin to understand what personal information is and who you can share it with, including the need to keep passwords private.</p> <p>Children begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</p> <p>Children know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</p> <p>Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.</p>
2	<p>Children understand what personal information is and who you can share it with, including the need to keep passwords private.</p> <p>Children begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</p> <p>Children know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing.</p> <p>Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.</p>
3	<p>Children recognise the need to keep personal information and passwords private. They recognise the need for a secure password.</p> <p>Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.</p> <p>Children understand that any personal information they put online can be seen and used by others.</p>
4	<p>Children understand the need for rules to keep them safe when exchanging ideas online.</p> <p>Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying.</p> <p>Children recognise the need to choose age-appropriate games to play on their devices, and when to limit use.</p> <p>Children recognise the need to protect their devices from viruses.</p> <p>Children understand that any personal information they put online can be seen and used by others.</p> <p>Children recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites.</p> <p>Children recognise the effect their writing or images might have on others.</p>

5	<p>Children understand the need to keep personal information and passwords private, and know how to choose a secure password.</p> <p>Children understand appropriate and inappropriate use of the Internet including excessive use.</p> <p>Children recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.</p> <p>Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</p>
6	<p>Children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</p> <p>Children understand how to use social networking websites appropriately, keeping an adult informed about their online activity. They make good choices when they present themselves online.</p> <p>Children recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks.</p> <p>Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</p>

Appendix 3

By the end of primary school all pupils should know:

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 4

Science Programmes of Study related to this policy (Statutory)

Y2	<ul style="list-style-type: none">• notice that animals, including humans, have offspring which grow into adults
Y5	<ul style="list-style-type: none">• 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 animals• describe the changes as humans develop to old age
Y6	<ul style="list-style-type: none">• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 5

What is Spiritual, Moral, Social and Cultural Education (SMSC)?

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.