Mickleton Primary School



Relationships and Health Education Policy

Approved by:	FGB	**Date:**	Sept 2021
Next review due by:	Sept 2022		

1. Statement of Intent

At Mickleton Primary School, we believe every child should receive a high-quality Relationships and Health Education curriculum that prepares them for life in modern Britain and helps them become safe, healthy, respectful and responsible citizens.

Relationships Education and Health Education support pupils to develop the knowledge, skills and attributes required to:

- build positive relationships;
- keep themselves safe;
- understand physical and mental health;
- recognise risks and seek help;
- develop resilience and self-confidence;
- respect diversity and difference;
- understand their rights and responsibilities both online and offline.

The curriculum is delivered in a way that is age-appropriate, inclusive, evidence-informed and reflective of the needs of our pupils and wider school community.

Relationships Education and Health Education form an integral part of our safeguarding curriculum and contribute to the school's duty to promote children's welfare.

2. Legal Framework

This policy has due regard to:

- Education Act 2002
- Education Act 1996
- Children Act 1989
- Children Act 2004
- Children and Social Work Act 2017
- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018
- UK GDPR
- Online Safety Act 2023
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Special Educational Needs and Disability Regulations 2014

- SEND Code of Practice 2015
- Keeping Children Safe in Education (KCSIE 2026)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- DfE Teaching Online Safety in Schools guidance
- DfE Behaviour in Schools guidance
- DfE Searching, Screening and Confiscation guidance
- Working Together to Safeguard Children
- Gloucestershire Safeguarding Children Partnership (GSCP) guidance
- Gloucestershire Healthy Living and Learning (GHLL) guidance

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- SEND Policy
- Equality Information and Objectives
- Anti-Bullying Policy
- Attendance Policy

3. Aims

The aim of Relationships and Health Education is to ensure pupils:

- understand healthy, respectful relationships;
- develop awareness of personal safety;
- understand physical and mental wellbeing;
- learn how to seek help and support;
- understand online risks and how to remain safe;
- appreciate diversity and equality;
- develop resilience and self-esteem;
- are prepared for the challenges and opportunities of later life.

4. Roles and Responsibilities

Governing Board

Governors are responsible for:

- ensuring statutory obligations are met;
- monitoring the effectiveness of provision;
- ensuring the curriculum is appropriately resourced;
- ensuring provision reflects the Equality Act 2010 and SEND requirements;

- reviewing policy effectiveness.

Headteacher

The Headteacher will:

- oversee implementation of the policy;
- ensure staff receive appropriate training;
- monitor curriculum quality;
- oversee parental consultation;
- manage withdrawal requests from sex education where applicable;
- report annually to governors.

PSHE / Relationships and Health Education Subject Leader

The Subject Leader will:

- coordinate curriculum planning;
- support staff;
- monitor teaching and learning;
- ensure content remains up to date;
- liaise with safeguarding and SEND leads.

Teachers

Teachers will:

- deliver high-quality lessons;
- maintain a safe learning environment;
- respond appropriately to disclosures;
- follow safeguarding procedures;
- adapt teaching to meet individual needs.

SENDCo

The SENDCo will:

- support curriculum accessibility;
- advise staff regarding adaptations;
- ensure inclusion for all pupils.

5. Local Context

The curriculum takes account of local priorities including:

- Gloucestershire Safeguarding Children Partnership priorities;
- Gloucestershire Healthy Living and Learning (GHLL);
- Gloucestershire Pink Curriculum;
- online safety concerns;
- mental health and wellbeing;
- exploitation and abuse prevention;
- healthy relationships;
- diversity and inclusion;
- emerging safeguarding risks identified locally and nationally.

6. Organisation of the Curriculum

Relationships and Health Education is taught through:

- Gloucestershire Pink Curriculum
- PSHE lessons
- assemblies
- themed days and weeks
- safeguarding curriculum opportunities
- cross-curricular links

The curriculum is progressive and builds knowledge and understanding throughout a child's primary education.

7. Safeguarding Through Relationships and Health Education

Relationships and Health Education contributes directly to safeguarding by teaching pupils:

- how to recognise abuse;
- how to report concerns;
- safe and unsafe behaviours;
- healthy and unhealthy relationships;
- online safety;
- child-on-child abuse awareness;
- exploitation risks;
- consent and personal boundaries;
- trusted adults who can help.

Pupils are continually reminded that safeguarding concerns should never be kept secret.

8. Relationships Education

By the end of primary school pupils will understand:

Families and People Who Care for Me

- the importance of family relationships;
- that families may be different from one another;
- that loving and caring relationships help children feel secure;
- how to seek help when family relationships become unsafe.

Caring Friendships

- characteristics of healthy friendships;
- trust, respect and honesty;
- conflict resolution;
- recognising unhealthy friendships;
- seeking support when necessary.

Respectful Relationships

- mutual respect;
- courtesy and manners;
- self-respect;
- understanding stereotypes;
- preventing bullying;
- respecting differences;
- understanding protected characteristics.

Online Relationships

Pupils will learn:

- online behaviour expectations;
- safe communication;
- digital footprints;
- privacy and security;
- safe use of social media;
- recognising online risks;
- reporting online concerns.

Additional 2026 content includes:

- artificial intelligence and AI-generated content;
- misinformation and fake news;

- online manipulation;
- scams and financial exploitation;
- harmful online challenges;
- age restrictions and digital responsibility.

Being Safe

Pupils will learn:

- body ownership and boundaries;
- appropriate and inappropriate contact;
- consent in age-appropriate contexts;
- recognising unsafe situations;
- reporting concerns;
- accessing help.

This includes teaching about:

- child-on-child abuse;
- bullying and cyberbullying;
- sexual harassment;
- harmful behaviour;
- exploitation;
- grooming;
- coercion.

9. Health Education

Mental Wellbeing

Pupils will learn:

- emotions and emotional literacy;
- resilience;
- self-esteem;
- coping strategies;
- positive mental health habits;
- anxiety management;
- sources of support;
- healthy relationships between physical and mental health.

Internet Safety and Harm

Pupils will learn:

- benefits and risks of technology;

- responsible online behaviour;
- managing screen time;
- protecting personal information;
- recognising harmful online content;
- critical evaluation of online information;
- safe reporting systems.

Physical Health and Fitness

Pupils will understand:

- benefits of exercise;
- active lifestyles;
- physical fitness;
- risks associated with inactivity.

Healthy Eating

Pupils will learn:

- healthy balanced diets;
- nutritional understanding;
- healthy meal planning;
- links between nutrition and wellbeing.

Drugs, Alcohol and Tobacco

Pupils will learn:

- risks associated with harmful substances;
- safe decision-making;
- influence and peer pressure.

Health and Prevention

Pupils will learn:

- sleep and wellbeing;
- personal hygiene;
- oral health;
- vaccinations and immunisation;
- sun safety;
- recognising signs of illness.

Basic First Aid

Pupils will learn:

- emergency contact procedures;
- basic first aid principles;
- responding to common injuries.

Changing Adolescent Body

Pupils will learn:

- physical changes during puberty;
- emotional changes;
- menstrual wellbeing;
- personal hygiene.

10. Sex Education

All pupils will receive statutory content through the National Curriculum Science Programme of Study.

The school additionally provides age-appropriate sex education in Upper Key Stage Two to support transition to secondary school.

Content will include:

- human reproduction;
- conception;
- puberty;
- emotional aspects of growing up;
- healthy relationships.

Parents will be informed in advance of any non-statutory sex education lessons.

11. Equality, Diversity and Inclusion

The school is committed to equality and inclusion.

Teaching will reflect the protected characteristics identified within the Equality Act 2010.

Pupils will learn that:

- families may look different from one another;
- people should be treated fairly and respectfully;
- discrimination is wrong;
- diversity should be valued.

Learning about different families and relationships will be integrated throughout the curriculum in an age-appropriate way.

Reasonable adjustments will be made to ensure accessibility for all pupils.

12. Teaching and Learning

Teaching will:

- be evidence-informed;
- be age appropriate;
- be inclusive;
- encourage discussion;
- respect pupils' backgrounds and beliefs;
- provide opportunities for reflection;
- use high-quality resources.

A range of methods may be used including:

- discussion
- scenarios
- videos
- books
- role play
- practical activities

13. Working with External Visitors

External visitors may be used to enhance learning.

The school will ensure:

- safeguarding procedures are followed;
- materials are reviewed beforehand;
- content is age appropriate;
- visitors complement rather than replace teaching staff;
- visitors are supervised throughout delivery.

14. Parental Engagement

Parents are recognised as children's first educators.

The school will:

- consult parents regularly;
- make curriculum information available;
- respond to questions and concerns;
- provide opportunities to view resources where appropriate.

15. Right to Withdraw

Relationships Education and Health Education are statutory and pupils cannot be withdrawn.

Parents may request withdrawal from non-statutory elements of sex education.

The Headteacher will discuss requests with parents and record outcomes appropriately.

Alternative supervised learning arrangements will be provided where required.

16. Behaviour and Respect

The school maintains a zero-tolerance approach to bullying, discriminatory behaviour and harassment.

Incidents relating to:

- sexual harassment;
- sexist language;
- homophobic bullying;
- racist bullying;
- online abuse;
- prejudice-related behaviour;

will be managed through:

- Behaviour Policy;
- Anti-Bullying Policy;
- Safeguarding Procedures.

17. Confidentiality and Safeguarding

Pupils will be made aware that staff cannot guarantee confidentiality where a safeguarding concern exists.

Any disclosure indicating harm, abuse or risk will be passed immediately to the Designated Safeguarding Lead and managed in accordance with safeguarding procedures.

18. Staff Training

All staff involved in delivery will receive regular professional development to ensure they remain informed about:

- curriculum expectations;
- safeguarding developments;
- online safety risks;
- local safeguarding priorities;
- equality and inclusion;
- emerging national concerns.

19. Monitoring and Evaluation

The Subject Leader will monitor provision through:

- lesson observations;
- learning walks;
- pupil voice;
- work scrutiny;
- planning reviews;
- staff feedback.

Findings will inform continuous improvement.

20. Review

This policy will be reviewed annually or sooner if:

- legislation changes;
- DfE guidance is updated;
- safeguarding priorities change;
- school circumstances require amendment.

The Governing Board is responsible for final approval of this policy.

Next Review Date: September 2027.