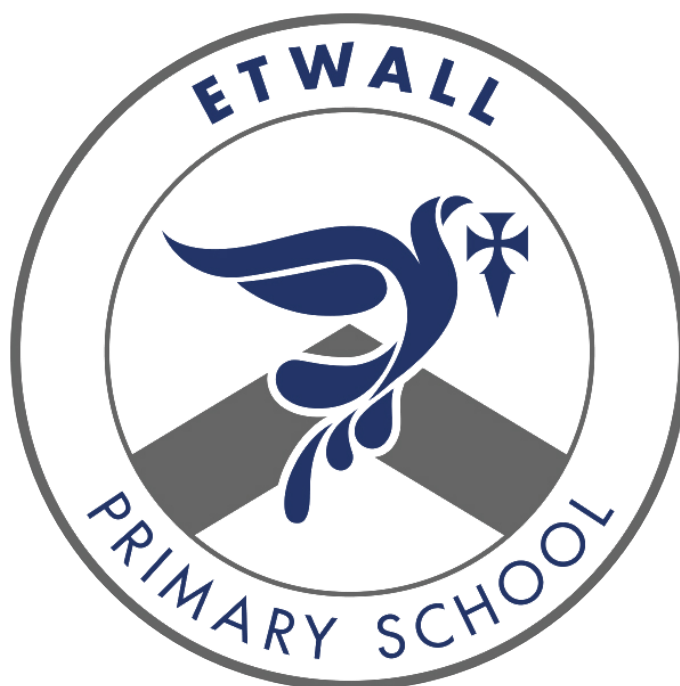


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ETWALL PRIMARY SCHOOL

Relationships and Health Education Policy

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1. Policy statement and statutory context

At Etwall Primary School, Relationships Education and Health Education form an important part of our wider PSHE, safeguarding and personal development provision. The curriculum helps pupils develop positive relationships, understand how to keep themselves and others safe, care for their physical and mental wellbeing, recognise when something is not right and know how to seek help.

This policy has been written with regard to the Department for Education statutory guidance Relationships Education, Relationships and Sex Education and Health Education, revised in July 2025 and effective from 1 September 2026. Relationships Education is compulsory for pupils receiving primary education, and Health Education is compulsory in maintained schools.

This policy covers Etwall Primary School's Relationships Education and Health Education provision. It should be read alongside the school's PSHE curriculum, safeguarding curriculum and the policies listed in section 15.

2. Vision, values and school rules

Our vision is that each child at Etwall Primary School will know the wonder and excitement of opening doors to new experiences, develop the skills and knowledge to make the most of each new opportunity and have the confidence to seek their own next adventure as caring, curious and ambitious individuals.

Our values are lived through Relationships and Health Education:

- Caring: We care for ourselves, other people and the world in which we live.
- Curious: We ask questions, explore, think carefully and enjoy learning new things.
- Ambitious: We work hard, persevere, make responsible choices and aim to achieve our best.

Our "Beehaviour" rules support these values throughout lessons and wider school life:

- Be safe.
- Be respectful.
- Be ready to learn.

3. Aims

The aims of Relationships and Health Education at Etwall Primary School are to:

- provide accurate, accessible and age-appropriate learning;
- help pupils build and maintain caring, respectful and safe relationships;
- develop kindness, honesty, self-respect, resilience and responsibility;
- help pupils understand different families and respect difference;
- teach pupils about personal boundaries, privacy, trusted adults and how to ask for help;
- help pupils recognise unkindness, discrimination, bullying and harmful behaviour, including online;
- develop the knowledge and practical strategies needed to support physical health and mental wellbeing;
- help pupils use technology safely, responsibly and respectfully;
- support pupils to manage feelings, change, challenge, conflict and loss in an age-appropriate way;
- contribute to the school's safeguarding, equality, British Values and personal development duties;
- ensure pupils with SEND can access learning in a meaningful and appropriately adapted way.

4. Curriculum entitlement and organisation

Relationships and Health Education is taught through PSHE Matters - a planned, sequenced and age-appropriate PSHE curriculum from the Early Years Foundation Stage to Year 6. Relevant learning is reinforced through science, computing and online safety, assemblies, the wider curriculum, pastoral support and day-to-day school life.

Teaching will build on pupils' starting points and revisit important concepts with increasing depth. Staff will respond appropriately to emerging safeguarding, wellbeing, equality and online-safety needs while maintaining planned curriculum progression.

5. Relationships Education

Relationships Education provides the building blocks pupils need to understand positive relationships with family members, friends, peers and other people. The curriculum is organised around the statutory areas below:

- families and people who care for pupils;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

Across the primary phase, pupils learn in an age-appropriate way about:

- the importance of stable, caring relationships and the different ways families may be formed;
- the qualities of a healthy friendship, including kindness, honesty, trust, cooperation and mutual respect;
- how to manage disagreements, repair relationships and seek adult support;
- respect for others, including people whose families, backgrounds, beliefs or circumstances differ from their own;
- courtesy, boundaries, privacy and the right to be treated with respect;
- how bullying, prejudice and discrimination can affect others and how to report concerns;
- the difference between appropriate and unsafe requests or behaviour;
- how information and images can be shared online, and the importance of seeking help when online contact causes concern;
- who trusted adults are and how to ask for help repeatedly until someone responds.

6. Health Education

Health Education supports pupils to make informed choices that protect and improve physical health and mental wellbeing. Teaching is factual, age-appropriate, inclusive and linked to practical strategies pupils can use in everyday life.

Curriculum content includes:

- mental wellbeing, including recognising feelings, managing worries, resilience and seeking support;
- the positive and negative effects of online activity on wellbeing;
- physical health and fitness, including regular activity and reduced inactivity;
- healthy eating and the principles of a balanced diet;
- the importance of sleep and healthy routines;
- basic first aid and how to obtain emergency help;
- health prevention, hygiene, dental health and the role of health professionals;
- facts about legal and illegal harmful substances, taught at an age-appropriate level;
- the physical and emotional changes associated with growing older, taught sensitively and in accordance with statutory requirements.

7. Safeguarding and a safe learning environment

Relationships and Health Education is part of Etwall Primary School's preventative safeguarding provision. It helps pupils recognise unsafe situations, understand that abuse is never a child's fault, identify trusted adults and report concerns.

Staff will create a safe learning environment by:

- agreeing and revisiting clear group rules;
- using scenarios and distancing techniques rather than asking pupils to share personal experiences;
- making clear that pupils may pass on a question or activity;
- explaining the limits of confidentiality;
- using accurate, factual and age-appropriate language;
- avoiding materials or approaches likely to cause unnecessary distress;
- planning additional support for pupils where prior knowledge indicates that content may be sensitive;
- following the Child Protection and Safeguarding Policy where a pupil's question, comment or behaviour raises a concern.

A pupil disclosure or safeguarding concern will be passed to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead without delay. Staff will not investigate the concern themselves.

8. Equality, inclusion and SEND

The school will deliver Relationships and Health Education in accordance with the Equality Act 2010.

Teaching will be inclusive, respectful and appropriate to pupils' age and understanding. Pupils will learn that families and individuals can be different and that everyone should be treated with dignity and respect.

The school will take account of pupils' special educational needs, disabilities, communication profiles, social understanding and emotional needs. Adaptations may include:

- clear and concrete language;
- visual support, symbols and social stories;
- pre-teaching and revisiting key vocabulary;
- smaller teaching steps and additional processing time;
- careful grouping and adult support;
- individualised or small-group learning where this is necessary and appropriate;

- liaison with parents and carers, the SENDCO and relevant professionals.

9. Teaching methods, resources and visitors

Teaching will use methods that encourage participation and reflection, including discussion, stories, scenarios, role play, practical activities, group work and individual reflection. Teachers will choose approaches that are suitable for the class and the intended learning.

Resources will be checked before use to ensure that they are accurate, age-appropriate, accessible, inclusive and consistent with this policy. Parents and carers may request to see curriculum materials. The school will not enter arrangements that prevent appropriate parental access to materials.

External visitors may enrich, but will not replace, teaching by school staff. The school will check the visitor's suitability, intended content and resources in advance. A member of staff will remain responsible for the lesson and normal safeguarding procedures will apply.

10. Working with parents and carers

Parents and carers are important partners in supporting children's understanding of relationships, safety and health. Etwall Primary School will communicate openly about curriculum content and will provide reasonable opportunities for parents and carers to understand what is taught.

The school will:

- make this policy and curriculum information available;
- inform parents and carers about significant units of learning through the school's normal communication arrangements;
- allow parents and carers to view teaching materials on request;
- listen to questions or concerns and explain the school's statutory responsibilities;
- provide information that helps families continue age-appropriate conversations at home.

Parents do not have a right to withdraw pupils from statutory Relationships Education or Health Education. Any parent or carer with a concern should first contact the class teacher or PSHE lead so that the content and approach can be explained.

11. Roles and responsibilities

11.1 Governing Body

- approve the policy and ensure that statutory duties are met;
- hold leaders to account for the quality, inclusivity and safeguarding contribution of the curriculum;
- ensure appropriate resources, training and monitoring arrangements are in place.

11.2 Headteacher

- has overall responsibility for implementation;
- ensures the curriculum is appropriately planned, resourced and staffed;
- ensures concerns are handled through the correct safeguarding or complaints process.

11.3 PSHE / Relationships and Health Education lead

- coordinates curriculum planning and progression;
- supports staff with subject knowledge, resources and sensitive questions;

- monitors provision and identifies professional development needs;
- maintains communication with parents and carers as appropriate.

11.4 Class teachers and other staff

- teach agreed content in line with this policy and the school curriculum;
- establish a safe learning environment;
- make reasonable adaptations for pupils;
- follow safeguarding procedures and seek advice when needed.

12. Assessment, monitoring and evaluation

Assessment will identify what pupils know and understand and how learning has developed. It will not assess pupils' personal experiences or require disclosure. Teachers may use baseline activities, discussion, observations, written work, scenarios, pupil reflection and end-point tasks.

The subject lead will monitor provision through appropriate activities such as curriculum review, planning and work scrutiny, pupil voice, staff feedback and learning visits. Findings will inform curriculum refinement, staff development and reporting to leaders and governors.

13. Confidentiality and responding to questions

Pupils will be reminded that staff cannot promise confidentiality where there is a safeguarding concern. Questions will be answered honestly, sensitively and at a level appropriate to pupils' age and understanding. Where a question is not suitable for whole-class discussion, the teacher will acknowledge it and respond later through an appropriate route.

If a question indicates possible harm, abuse, exploitation or another safeguarding concern, staff will follow the school's safeguarding procedures immediately.

14. Policy development and review

This policy will be developed and reviewed with appropriate input from school leaders, staff, governors, pupils and parents or carers. It will be reviewed annually, or sooner where statutory guidance, safeguarding requirements, school provision or curriculum arrangements change.

15. Links to other policies

- Child Protection and Safeguarding Policy
- PSHE Policy and curriculum
- Behaviour Policy
- Anti-Bullying Policy
- Equality Information and Objectives
- SEND Policy and SEN Information Report
- Online Safety Policy
- Teaching and Learning Policy
- Science Policy and curriculum
- Mental Health and Wellbeing Policy
- Confidentiality and Data Protection policies
- External Visitors / Contributors Policy
- Complaints Policy