



Policy Relationship Education, Relationships and Sex Education (RSHE) and Health Education 2025-2026

Greenfield School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This document is a statement of the aims, principles and strategies for the teaching and learning of Relationships and Sex education (RSE) and Health Education at Greenfield School and is written in conjunction with the Department for Education (DfE) Guidance RSE and Health Education 2019 (Encompassing all 2021 updates). At Greenfield, we are mindful that new guidance from DfE on RSE and Health Education are being introduced on 1st September 2026, therefore the new guidance has also been taken into consideration when developing our RSE and Health Education curriculum.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Introduction

At Greenfield we aim to provide a broad, balanced and flexible curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential and develop an enthusiasm for and love of learning. We strive to ensure that all pupils receive their full entitlement to RSE and Health Education regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. Pupils need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships, and we aim to support this through their emotional, cultural and social, physical health and mental wellbeing, as well as academic development.

Definitions

Relationships Education

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. The School understands *'It is important for schools to promote pupil's self-control and ability to self-regulate, and strategies for doing so...'* DfE statutory guidance for RSHE para 85.

Relationships & Sex Education (RSE) and Health Education

RSE and Health Education is part of lifelong learning about the emotional, social and physical aspects of growing up, sex, human sexuality and sexual health. RSE and Health Education teaches what a relationship is, what friendship is, what family means and who can support them. It supports consideration and respect, kindness, honesty and truthfulness, permission seeking and giving and personal privacy.

RSE and Health Education draws on the knowledge of the human life-cycle set out in the curriculum for science - how a baby is conceived and born. The science curriculum also covers areas such as the main external body parts and the correct anatomical vocabulary, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Health Education

Education that promotes an understanding of how to maintain physical and mental personal health and wellbeing.

Ethos and Values

RSE and Health Education will reflect the values of the PSHE and Citizenship programme. The focus of teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships, and relationships with other children and adults. In addition, RSE and Health Education will promote self-esteem, emotional health and well-being. Helping the children form and maintain worthwhile and satisfying relationships, based on the importance of equality and respect for themselves and for others, at home, school, work and in the community. Under the provisions of the Equality Act 2010, Greenfield School will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Greenfield Ethos and Values underpin a School Culture of School Wide Inclusion.

Aims

Contributing to the foundation of PSHE, the school's RSE and Health Education programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health-related behaviour. During RSE and Health Education children will 'develop personal and social skills and a positive attitude to growing up'. Our curriculum aims to provide a graduated, age-appropriate programme emphasising the social and emotional aspects of relationships. This supports and prepares young people in decision making, developing relationships and in understanding themselves others both now and in the future. Health Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Education about relationships **for 3-7-year olds** will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others
- value, recognise and communicate their feelings
- form respectful friendships and relationships
- respect boundaries – their own and other peoples

RSHE will teach **7-11-year olds** to understand:

- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to whom to go to when feeling unsafe
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media
- to be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

Implementation

RSE and Health Education is complemented by, but does not duplicate content covered through Science, RE, PSHE & Citizenship, ICT activities and 'circle time'. **A planned and co-ordinated approach to each subject can provide an appropriate framework for RSE and Health Education to take place providing pupils with a consistent message.**

RSE and Health Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors, such as the Life Bus (delivered by Coram Life Education). Teaching is sensitive and age appropriate in approach and content. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play. Staff are responsible for ensuring that RSE is free from prejudice and non-discriminatory. RSE should be inclusive despite a child's educational needs, ethnicity or sexual orientation.

Materials used in School are in accordance with the PSHE framework and the law. Coram Life Education, 'SCARF' covers the PSHE Association's Programmes of Study's Learning Opportunities from Reception and across Key Stages 1 and 2.

Themes covered

- Me and My Relationships
- Valuing Difference
- Keeping safe
- Rights and Respect
- Being my best
- Growing and Changing

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

RSE and Health Education Teaching and Learning Content:

In the Early Years (EYFS), this is taught through play-based learning, storytelling, role modelling, and interactive activities that help children develop social, emotional, and physical well-being. The focus is on building positive relationships, understanding emotions, and learning basic health and self-care skills in a way that is age-appropriate and engaging.

Reception (taught as a part of Personal, Social and Emotional Development (PSED))

Keeping Myself Safe

- Listening to my Feelings - Listening to my feelings
- People who Help Keep me Safe - Keeping safe online
- What is safe to go onto my body/into my body
- Being safe indoors and outdoors

Growing & Changing

- Changes - Life stages - plants, animals, humans
- Life Stages - Life Stages: Human life stage - who will I be?
- Life Stages - Where do babies come from?
- Changing bodies - Getting bigger
- Changing bodies – Me and my body - girls and boys (Including NSPCC Pantosaurus)

Year 1

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- How are you listening?
- Thinking about feelings
- Our feelings
- Feelings and bodies
- Good friends

Valuing Difference (DfE category: Respectful relationships)

- Same or different?
- Unkind, tease or bully?
- Who are our special people?
- Our special people balloons

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- Super sleep
- Who can help?
- Harold loses Geoffrey
- Good or bad touches?
- Sharing Pictures (updated August 2025)

Rights and Respect (DfE category: Being safe)

- Basic First Aid
- Harold's money
- How should we look after our money?

Being my Best (including healthy eating)

- I can eat a rainbow
- Eating well
- Catch it! Bin it! Kill it!
- Inside my wonderful body!

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- Healthy me
- Taking care of a baby
- Then and now
- Surprises and secrets
- Keeping privates private

Year 2

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- How are you feeling today?
- Being a good friend
- Let's all be happy
- Types of bullying
- Don't do that! (updated August 2025)
- Bullying or teasing?

Valuing Difference (DfE category: Respectful relationships)

- What makes us who we are?
- How do we make others feel?
- My special people (updated August 2025)
- An act of kindness
- Solve the problem

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- How safe would you feel? (updated August 2025)
- What should Harold say?
- I don't like that!
- Fun or not?
- Should I tell? (updated August 2025)

Being my Best (DfE category: Being safe)

- Basic First Aid
- Helping us stay clean and healthy
- Harold's bathroom
- What does my body do?
- My body needs...

Rights and Respect (DfE category: Being safe)

- Feeling Safe
- Playing games
- Harold saves for something special
- How can we look after our environment?

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- Haven't you grown!
- My body, your body (updated August 2025)
- Respecting privacy (updated August 2025)
- Some secrets should never be kept

Year 3

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- As a rule (updated August 2025)
- My special pet
- Looking after our special people
- Friends are special

Valuing Difference (DfE category: Respectful relationships)

- Respect and challenge
- Family and friends (updated August 2025)
- My community (updated August 2025)
- Let's celebrate our differences
- Zeb

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

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- Safe or unsafe?
- Super Searcher
- The risk robot
- Danger or risk?
- Help or harm?

Being my Best (DfE category: Being safe)

- I am fantastic!

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- Relationship Tree (updated August 2025)
- Body Space
- Secret or surprise? (updated August 2025)
- My changing body (updated August 2025)
- None of your business!
- Basic First Aid

Year 4

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- Human machines!
- Ok or not: 1
- When feelings change
- Under pressure
- Different feelings

Valuing Difference (DfE category: Respectful relationships)

- Islands
- Friend or Acquaintance?
- That is such a stereotype! (updated August 2025)
- Can you sort it? (updated August 2025)

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- Keeping ourselves safe
- Danger, risk or hazard?
- Raisin Challenge: 2
- How dare you! (updated August 2025)
- Picture wise (updated August 2025)
- Know the norms (updated August 2025)

Rights and Respect (DfE category: Being safe)

- Who helps us keep healthy and safe?
- How do we make a difference? (updated August 2025)
- In the news! (updated August 2025)
- Safety in numbers (updated August 2025)
- Why pay taxes?

Being my Best (DfE category: Being safe)

- What makes me ME?

- Making choices
- Basic First Aid

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- My feelings are all over the place!
- All change!
- Preparing for changes at puberty (formerly 'Period positive')
- Secret or surprise
- Together

Year 5

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- How good a friend are you?
- Give and take
- Relationship cake recipe

Valuing Difference (DfE category: Respectful relationships)

- Qualities of friendship
- Kind conversations (updated August 2025)
- Happy being me
- Is it true? (updated August 2025)
- Stop, start stereotypes
- It could happen to anyone

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- Spot bullying (updated August 2025)
- Play, like, share (updated August 2025)
- Decision dilemmas (updated August 2025)
- Would you risk it?
-

Being my Best (DfE category: Being safe)

- It all adds up!
- Different skills
- Independence and Responsibility
- Star qualities
- Basic First Aid, including sepsis awareness

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- How are they feeling?
- Taking notice of our feelings
- Growing up and changing bodies (updated August 2025)
- Changing bodies and feelings (updated July 2025)
- Help I'm a teenager, get me out of here! (updated August 2025)

Year 6

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- Working together

- Behave yourself (updated August 2025)
- Solve the friendship problem
- Assertiveness skills (updated August 2025)
- Don't force me
- Acting appropriately

Valuing Difference (DfE category: Respectful relationships)

- Ok to be different (updated August 2025)
- We have more in common than not (updated August 2025)
- Advertising friendships!
- Tolerance and respect for others
- Boys will be boys? -challenging gender stereotypes

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- To share or not share?
- Joe's story (part 2)
- Think before you click (updated September 2025)
- It's a puzzle
- What sort of drug is...?

Rights and Respect (DfE category: Being safe)

- Fakebook Friends (updated August 2025)
- What's it worth?
- Jobs and taxes
- Happy shoppers – caring for the environment (updated August 2025)
- Democracy in Britain

Being my Best (DfE category: Being safe)

- What's the risk?
- Basic First Aid including Sepsis Awareness
- Five ways to Wellbeing project

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- I look great!
- Media Manipulation (updated August 2025)
- Is this normal? (updated July 2025)
- Making babies
- What is HIV?

RSE and Health Education to support Transition from Year 6 to Secondary School

- Changes in the body related to puberty, such as periods and voice-breaking.
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with this?
- How a baby is conceived and born?

Managing difficult questions

All teachers are aware of the ground rules, which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **‘Questions’** the child has a genuine but age inappropriate question. In this case, the child’s question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child’s parents, and discuss if they would like to answer, or they want school to answer. In the latter case, it will be discussed with parents how much information they are happy for their child to have.
- **‘Concerning questions’** these could possibly be indicative of safeguarding issues. In this instance the staff member will follow the school **safeguarding procedures**.

(KCSIE notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.)

Assessment

Assessment is the process by which each pupil’s learning and achievement are measured against the lesson objectives. Lessons begin by establishing what the children already know, and then building upon this. This also provides an opportunity to deal with any misconceptions. Pupil reflective assessments enable them to reflect on their own learning, progress and next steps. Written or oral assignments, quizzes, pupil self-evaluation, reflective logbooks, monitoring/feedback support the assessment process.

Working with Parents/ Parental Consultation

Parents will be sent a form requesting consent for their child to participate in the sex education programme. If the parent of any pupil requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the Science Curriculum and relationships curriculum, be excused accordingly until the request is withdrawn. (Paragraph 41)

The Relationships Education, Relationships and Sex and Education (RSE) and Health Education policy is shared on the school website and full details are available on request. As part of the school’s parent consultation process, meetings are held to share when aspects of the sex and relationship programme are to be taught. An outline of the lesson content is provided in advance, enabling parents to support their child and make an informed decision on lesson participation.

Parents have the right to withdraw their children from aspects of sex education, not included in the PSHE Relationships Education, Health Education or in the Science Curriculum. However, students may not be withdrawn from content related to and articulated in the Equality Act 2010.

Those children who are withdrawn from the sex education elements of RSHE will be supervised in another class. The RSHE teacher and the school will provide information about the lesson being missed and ideas for other sources of support will be provided for parents to fulfil the task of educating their child.

In the event that a pupil is absent for RSE and Health Education lessons, arrangements will be made for the pupil to access this on another occasion.

Safeguarding / Confidentiality

Teachers need to be aware that sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a

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member of staff is concerned about a child they should refer to the procedures set out in our Safeguarding Policy.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly by the Head of PSHE and the Senior Leadership Team. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teacher's planning, questionnaires to teachers and children, and feedback from parents. The effectiveness of the RSE and Health education programme will be evaluated by assessing children's learning and implementing change if required.

Signed: _____



Chair of the Board of Governors

Date reviewed: September 2025

To be reviewed: September 2026