



Aspire-Learn-Succeed

Relationships Education Policy

2026-2027

Mill Hill Primary School

Relationships and Sex Education (RSE) and Health Education Policy

Policy: Relationships and Sex Education (RSE) & Health Education

Status: Statutory

Responsibility: PSHE Lead (Mrs C Small) / Head Teacher (Mrs L Errington)

Approved by: Governing Body

Review Cycle: Annual

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1. Policy Statement

Mill Hill Primary School is committed to providing high-quality Relationships and Sex Education (RSE) and Health Education that supports pupils to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for secondary education and later life.

This policy aligns with:

- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Statutory RSE Guidance (DfE, 2019)
- Equality Act 2010
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Education Act 2002
- Prevent Duty Guidance

2. Definition and Legal Requirements

Relationships Education teaches the fundamental building blocks of positive relationships, including friendships, family relationships and relationships with other children and adults.

From September 2020, Relationships Education and Health Education became compulsory for all primary pupils.

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

Sex Education is not compulsory in primary schools and is not included in the Mill Hill Primary School curriculum beyond the statutory Science curriculum.

3. Aims of RSE and Health Education

Mill Hill Primary School aims to ensure that all pupils:

- Develop healthy, respectful relationships
- Understand family and friendship dynamics
- Know how to stay safe, including online
- Understand physical and mental wellbeing
- Develop self-care skills and know how to seek help
- Are prepared for the changes of growing up
- Develop resilience and emotional literacy
- Promote positive mental wellbeing
- Recognise unhealthy and abusive relationships
- Understand consent and personal boundaries in an age-appropriate way
- Develop respectful attitudes towards diversity
- Prepare pupils for modern Britain

4. Curriculum Delivery

The curriculum is informed by the Department for Education statutory guidance and the PSHE Association Programme of Study. Learning builds progressively across year groups, enabling pupils to revisit key concepts with increasing depth and maturity.

Lessons will encourage discussion, critical thinking, reflection and the development of respectful attitudes. Teachers will establish ground rules to ensure pupils feel safe and respected when discussing sensitive issues. Teaching will be responsive to local safeguarding issues and emerging risks, including online safety, child-on-child abuse and harmful online content.

RSE and Health Education are taught:

- Through a planned PSHE curriculum
- By trained teaching staff
- In a sensitive, inclusive and age-appropriate manner
- With respect for pupils' backgrounds, beliefs and experiences

RSE is also supported through:

- Science curriculum content
- Computing (Online safety)
- PE (Health and fitness)

External agencies may support delivery where appropriate. All visitors must comply with safeguarding procedures and deliver pre-agreed content.

Educational visits may enhance learning and will be planned in line with safeguarding expectations.

- *Visitors or visits enhance rather than replace teaching*
- *Teachers remain present*
- *Visitors receive safeguarding guidance*
- *Resources approved beforehand*

5. Curriculum Structure

Curriculum planning is progressive from EYFS to Year 6 and follows the school's PSHE and RSE Long-Term Overview. This overview maps all statutory Relationships Education and Health Education objectives across the primary phase, ensuring progression in knowledge, vocabulary and skills.

The curriculum is based on three core themes:

Core Theme 1: Health and Wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the Wider World

Curriculum planning has been developed by the school and informed through engagement with governors, staff and the wider school community, alongside statutory guidance.

The detailed progression of learning is set out in the school's PSHE and RSE Long-Term Overview (EYFS-Year 6), which should be read alongside this policy.

6. Early Years Foundation Stage (EYFS)

In EYFS, RSE and Health Education are taught through topic-based learning linked to the Early Learning Goals, including:

- Healthy lifestyles
- Growing and changing
- Keeping safe
- Feelings and emotions
- Healthy relationships
- Valuing differences

7. Inclusion and Equal Opportunities

RSE and Health Education are provided to all pupils, including those with:

- SEND
- Communication and interaction needs
- Cognition and learning needs
- SEMH needs
- Sensory or physical needs

All pupils will be able to access the curriculum regardless of protected characteristics.

Teachers adapt lessons to meet individual needs and consider:

- Cultural background
- Family circumstances
- Sexual orientation
- Disability

Provision is informed by pupils' SEN Support Plans where appropriate and may include the following:

- adapted resources
- pre-teaching where appropriate
- visual supports
- alternative recording methods
- reasonable adjustments
- culturally sensitive teaching

8. Parental Engagement

Mill Hill Primary School values strong partnerships with parents and carers. We will:

- Inform parents of the RSE curriculum via termly newsletters
- Provide opportunities to view teaching materials
- Offer information sessions where appropriate
- Respond to questions or concerns sensitively and promptly
- Ensure transparency around curriculum content

Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science. Mill Hill Primary School does not teach additional non-statutory Sex Education beyond the National Curriculum Science Programme of Study.

9. Safeguarding and RSE

RSE plays a vital role in safeguarding. It helps pupils:

- Understand boundaries
- Recognise unsafe situations
- Know how to report concerns
- Develop vocabulary to describe their feelings and experiences

RSE helps pupils to recognise:

- Abuse
- Coercion
- Grooming
- Exploitation
- Online manipulation
- Inappropriate touching
- Domestic abuse
- Child-on-child abuse
- Trusted adults

Teachers will answer pupils' questions honestly and age-appropriately while avoiding personal disclosures or unnecessary detail. Any disclosures made during RSE lessons will be handled in line with the school's Safeguarding Policy. Staff cannot promise confidentiality and must report concerns to the Designated Safeguarding Lead and ensure they are recorded appropriately.

10. Roles and Responsibilities

Governing Body

- Ensures the policy meets statutory requirements
- Reviews and approves the policy annually

Head Teacher

- Ensures RSE is taught consistently
- Oversees staff training and curriculum delivery

PSHE Lead

- Leads curriculum planning
- Supports staff
- Monitors teaching and learning
- Reviews resources

Teachers

- Deliver RSE sensitively and inclusively
- Follow the policy and curriculum
- Respond to pupils' needs

Parents/Carers

- Support their child's learning
- Engage with information provided by the school

Pupils

- Engage respectfully in lessons
- Ask questions
- Seek help when needed

11. Confidentiality

Teachers will:

- Maintain professional boundaries
- Not promise confidentiality
- Report safeguarding concerns immediately to Designated Safeguarding Leads.
- Support pupils sensitively

Distancing techniques, such as using fictional scenarios, may be used to reduce the likelihood of personal disclosures during lessons.

Pupils will be encouraged to talk to trusted adults if they feel unsafe. Pupils will be reminded that personal information shared during lessons may not remain confidential if it raises safeguarding concerns.

12. Use of Resources and Materials

Resources will be quality assured by the PSHE Lead and class teacher. They will be reviewed annually to ensure they remain accurate, inclusive and age appropriate.

Resources used in RSE will be:

- Age-appropriate
- Inclusive
- Evidence-based
- Reviewed regularly

Parents may request to view teaching materials.

13. Equality and Protected Characteristics

RSE at Mill Hill Primary School promotes:

- Respect for all families
- Understanding of diversity
- Awareness of protected characteristics under the Equality Act 2010

Teaching will not discriminate against any pupil and will reflect a range of family structures and identities, this includes:

- age
- disability
- sex
- race
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership (where relevant)

14. Assessment

Assessment in RSE and Health Education focuses on:

- What pupils have learned and remembered
- Their ability to apply knowledge
- Their personal reflections and development

Assessment methods include:

- Teacher assessment
- Self-assessment
- Peer assessment
- Baseline and end-of-unit reflection
- retrieval practice
- questioning

- pupil discussion
- concept cartoons
- quizzes
- pupil voice
- reflective journals
- observation
- knowledge checks

Pupil progress is reported to parents annually.

15. Monitoring and Review

The Senior Leadership Team oversees the planning and delivery of RSE and Health Education.

The PSHE Lead will:

- Support staff
- Monitor curriculum delivery which includes; lesson observations, pupil voice, planning scrutiny, work scrutiny.
- Gather staff feedback
- Our Governors will monitor PSHE
- Curriculum review at least annually
- Review resources
- Evaluate strengths and areas for development
- Meet with the Head Teacher to discuss provision

This policy will be reviewed annually.

Teachers will encourage pupils to ask questions and will answer these honestly, factually and in an age-appropriate manner. If a question is inappropriate for the whole class, the teacher may respond individually at a later time or encourage the pupil to discuss the matter with their parent or carer. Staff will not provide personal opinions or disclose personal experiences.

16. Signatures

Chair of Governors: _____

Head Teacher: _____

Appendix 1

Statutory Requirements for Relationships Education and Health Education *(By the end of primary school)*

Relationships Education

1. Families and People Who Care for Me

Pupils should know:

- Families provide love, security and stability
- Characteristics of healthy family life
- Families may differ but should be respected
- Stable, caring relationships are important
- Marriage is a formal, legally recognised lifelong commitment
- How to recognise unsafe or unhappy family relationships and seek help

2. Caring Friendships

Pupils should know:

- The importance of friendships
- Characteristics of healthy friendships
- That healthy friendships are inclusive and positive
- That friendships may have ups and downs
- How to recognise unhealthy friendships
- How to seek help

3. Respectful Relationships

Pupils should know:

- The importance of respecting others
- Practical steps to support respectful relationships
- Courtesy and manners
- Self-respect and its link to happiness
- Expectations of respect in school and society
- Types and impact of bullying
- Stereotypes and their effects
- Permission-seeking and giving

4. Online Relationships

Pupils should know:

- People may behave differently online
- The same principles apply online as offline
- Rules for staying safe online
- How to evaluate online friendships and information
- How data is shared and used online

5. Being Safe

Pupils should know:

- Appropriate boundaries in friendships
- The concept of privacy
- That their body belongs to them
- How to respond safely to unfamiliar adults
- How to report unsafe feelings
- How to ask for help and persist until heard
- How to report concerns or abuse
- Where to get advice

Physical Health and Mental Wellbeing

1. Mental Wellbeing

Pupils should know:

- Mental wellbeing is a normal part of life
- A range of emotions and their causes
- How to talk about emotions
- How to judge whether feelings are appropriate
- Benefits of exercise, outdoor time and community participation
- Self-care techniques
- Effects of isolation and loneliness
- Impact of bullying
- How to seek support
- That mental ill health is common and treatable

2. Internet Safety and Harms

Pupils should know:

- The internet is integral to life
- Benefits of rationing screen time
- Effects of online behaviour on wellbeing
- Age restrictions on online content
- Online risks such as abuse, trolling and harassment
- How to evaluate online information
- How to report concerns

3. Physical Health and Fitness

Pupils should know:

- Benefits of an active lifestyle
- How to build exercise into routines
- Risks of inactivity
- How to seek support

4. Healthy Eating

Pupils should know:

- What constitutes a healthy diet
- How to plan and prepare healthy meals
- Risks of unhealthy eating
- Effects of alcohol on diet and health

5. Drugs, Alcohol and Tobacco

Pupils should know:

- Facts about legal and illegal harmful substances
- Associated risks

6. Health and Prevention

Pupils should know:

- Early signs of physical illness
- Safe and unsafe sun exposure
- Importance of sleep
- Dental health and oral hygiene
- Personal hygiene and germs
- Facts about immunisation and vaccination

7. Basic First Aid

Pupils should know:

- How to call emergency services
- Basic first-aid concepts

8. Changing Adolescent Body

Pupils should know:

- Key facts about puberty
- Physical and emotional changes
- Menstrual wellbeing and the menstrual cycle