RSE and Health Education Policy

Policy Information

Date of last review:	30.9.25	**Review period:**	Yealy
Date ratified by Local Givernors:	15/10/25	**Policy owner:**	Princefield

Reviews/revisions

Review date	Changes made	By whom
30.9.25 September 2026	No changes made – enquiries as to Point 3.Policy Development to ensure the policy has been ratified by governors and all lessons regarding RSE can be taught across school.	Ms K.Maymand

Princefield First School
Relationships and Sex Education and Health Education Policy

1. Aims

The aims of relationships and sex education (RSE) and health education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Support pupils in understanding what constitutes a healthy relationship
- Prepare pupils for dealing with change
- Teach pupils the importance of physical health, hygiene and mental wellbeing
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an academy school we must provide relationships and health 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 naming of body parts using scientific language.
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. At Princefield we teach RSE and health education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and parents. The relevant staff were given the opportunity to look at the policy and make recommendations. Parents and any interested parties were invited to attend a meeting about the policy. The policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.
RSE involves a combination of sharing information and exploring issues and values.
RSE is not about the promotion of sexual activity.
Health education involves learning about the characteristics of good physical health and mental wellbeing. This includes exploring and managing emotions, internet safety, physical health and fitness, healthy eating, drugs, alcohol and tobacco, personal hygiene and basic first aid.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Primary sex education is not taught at Princefield First School.
For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery

6.1 Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum through the Jigsaw Scheme. Biological aspects of RSE may also be taught within the science curriculum, other aspects are included in religious education (RE) and online safety messages are also taught in computing.
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
- Online relationships
- Being safe

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).

6.2 Delivery of Health education

Health education is also taught within the personal, social, health and economic (PSHE) education curriculum through the Jigsaw Scheme. Some aspects are also taught within the science curriculum, religious education (RE) and ICT.

Health education focuses on teaching the characteristics of good physical health and mental wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

For more information about our RSE and health education curriculum, see Appendices 1.

7. Roles and responsibilities

7.1 The governing board

The local governing board will approve the RSE and health education policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE and health education is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RSE and health education in a sensitive way
- Modelling positive attitudes to RSE and health education
- Monitoring progress

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

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

9. Monitoring arrangements

The delivery of RSE and health education is monitored by the PHSE leader. Pupils' development is monitored by class teachers as part of our internal assessment systems.

Appendix 1 Overview of PHSE and RSE curriculum

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance RSE and Health Education Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Policy Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Key Stage 1 (Cycle A)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Key Stage 1 (Cycle B)	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Key Stage 2 (Cycle A)	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Keeping safe and why it's important online and off line scenarios Respect for myself and others	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others	How babies grow Understanding a baby's needs Preparing for transition Family stereotypes Challenging my ideas
	Rewards and consequences Responsible choices Seeing things from others' perspectives	Recognising how words can be hurtful Giving and receiving compliments		Healthy and safe choices	Awareness of how other children have different lives Expressing appreciation for family and friends	

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Key Stage 2 (Cycle B)	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Preparing for transition Environmental change Confidence in change Accepting change

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