

RELATIONSHIPS AND HEALTH EDUCATION POLICY



ACADEMIC YEAR 2026/2027

HEADTEACHER: MR K RONDEAU

LOVING, **GROWING** and **SUCCEEDING TOGETHER**

Aims of the policy:

This policy sets out our approach at St Mark's to Relationships and Health Education. Relationships and Health Education supports children and young peoples' personal development including their spiritual, moral, social and cultural development. It aims to help them to deal with real-life issues that they face as they grow up and that they will encounter as adults. Their learning, underpinned by the school's Christian ethos, will support them to make informed choices both on and off-line about their safety, physical and mental health enabling them to live positive and fulfilled lives. At St Mark's the Relationship and Health education curriculum, is referred to as Life Skills.

Legal context

The Children and Social Work Act 2017 made it statutory for Primary schools to teach Relationships education and Health education from September 2020. Following this change to the law, the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). More recently, the Department for Education published new statutory RSHE guidance in July 2025, for implementation from 1st September 2026. This guidance includes the legal requirement for Primary schools to have a Relationships Education policy. A Health Education Policy is not statutory but is recognised as good practice and is included here.

This policy also supports legal requirements relating to:

- The Equality Act 2010

- The Education Act 1996
- Keeping Children Safe in Education

The following school policies are relevant to this policy:

- Anti-bullying
- Relationships and Behaviour
- E safety
- Safeguarding

The following Church of England (CoE) documents are also relevant to this policy:

- Faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)
- CoE Principles and Charter for RSE
- Valuing all God's Children
- Pastoral Principles for Living Well Together

The Equality Act sets out the duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without.

The protected characteristics are:

- Age
- Marriage and Civil partnership

- Disability
- Race
- Religion & belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

Our Life Skills curriculum will meet the needs of all children, including those with Special Educational Needs. Lessons will include content which will tackle discrimination and foster good relationships.

Life Skills is enhanced by a supportive school ethos where all are valued, positive relationships are promoted and there is a safe learning environment.

The aims of teaching for Life Skills are as follows:

- provide accurate, age-appropriate information to all children and young people
- support the development of knowledge, skills and attitudes to enable children and young people to make informed choices
- build confidence and self esteem
- develop personal attributes

- prepare children and young people as they develop and become adults
- develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010.

Roles and Responsibilities

An effective programme of Relationship and Health Education requires support from the whole school community; therefore the following role and responsibilities have been identified.

Senior Leaders and Governors

- Oversee the development and delivery of Relationships and Health Education/ Life Skills in the school; supporting the subject leader
- Give staff the opportunity to contribute to the development of RHE
- Facilitate training for the subject leader and staff as required
- Support the subject leader's work with parents/carers so that they are kept informed of current content and delivery of the RHE curriculum
- As a church school, ensure that relevant CoE guidance and policy is followed.

Subject Leader (Miss R. Godwin)

- Lead the development and delivery of an effective Life Skills curriculum across the school and attend subject specific CPD
- Keep up to date with latest developments in the subject
- Support staff as necessary
- Monitor and evaluate provision in school and report to Senior Leaders. This could include scrutiny of planning, lesson observations, learning walks, evidence of learning, feedback from staff, parents/carers and children and young people.
- Liaise with parents and carers as necessary to keep information on the subject content and delivery up to date
- As a church school, ensure that relevant CoE guidance and policy is followed

All staff

- Know and implement the policy relating to Life Skills and Relationships and Health education
- As a church school, follow relevant CoE guidance and policy
- Teach Relationships and Health education lessons using the agreed school curriculum
- Maintain positive and supportive links with parents and carers
- Respond to the needs and questions of children, young people and their families regarding the content and delivery of the Relationships and Health Education curriculum
- Monitor progress

Parents/Carers

- Will be encouraged to engage with staff to understand the content and delivery of our Life Skills curriculum
- Will be kept up to date of any changes and/or additions to the curriculum
- As a church school, they will be assured that relevant CoE guidance and policy is followed
- Will be informed of their right to withdraw their children from sex education lessons when these are scheduled

Right to withdraw

Parents and carers cannot legally withdraw their child from any aspect of our Life Skills curriculum.

Parents and carers do have the right to withdraw from Sex Education with the exception of any content that is taught within the Science National Curriculum.

Sex Education in primary school only includes learning about puberty and human reproduction. We ensure we can answer yes to the following questions: Is this enough to ensure children know about puberty and how babies are born? Is this enough information to help children keep themselves safe in today's world?

Legally, children must be taught objectives from the Science National Curriculum and parents cannot withdraw from these lessons. Our children will cover the following objectives in Science:

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- Notice that animals, including humans, have offspring which grow into adults (Non-statutory note: Pupils should be introduced to ...the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs)

Years 3 and 4:

- Nothing in Science curriculum related to puberty or reproduction.

Year 5:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals (Non-statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals)

- Describe the changes as humans develop to old age. (Non-statutory note: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows)

Year 6:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

At St. Mark's, Mr Rondeau, will discuss any parental concerns relating to the decision to withdraw children from Sex Education content delivered as part of our Life Skills curriculum. If the parent/carer still wishes to exercise their right to withdraw, the school will provide suitable alternative learning activities at the time the lessons are taking place.

Safeguarding

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