



John Emmerson Batty
Primary School

Achieve • Believe • Challenge



Part of Galileo Multi Academy Trust

Relationship, Sex & Health Education Policy

2026 - 27

Policy status	For adoption September 2026
Policy lead	Headteacher / PSHE Lead
Approved by	Governing Body
Review date	September 2027
Core curriculum	Pol-Ed, complemented by MELVA and wider curriculum provision

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1. Rationale and aims

At John Emmerson Batty Primary School, Relationships and Health Education forms an important part of our wider Personal, Social, Health and Economic (PSHE) education. Our curriculum is designed to give pupils the knowledge, vocabulary, attitudes and skills they need to develop safe and respectful relationships, protect their physical and emotional wellbeing, recognise risk, seek help and prepare for life in modern Britain.

High-quality RSHE is an important part of the school's preventative safeguarding curriculum. It helps pupils recognise when something may be unsafe or harmful, communicate concerns and identify trusted adults who can help.

- develop safe, healthy and respectful relationships;
- understand and manage physical and emotional wellbeing;
- understand privacy, boundaries and consent in age-appropriate contexts;
- recognise risk, harmful behaviour and unsafe relationships;
- know how, when and where to seek help;
- respect difference, equality and different family structures;
- develop confidence, resilience, empathy and self-respect;
- develop economic awareness, aspirations and skills for future life.

2. Statutory framework

This policy has been developed with regard to the Department for Education's revised statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, for introduction from 1 September 2026. Schools must have regard to this guidance.

- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Education Act 1996 and Education Act 2002;
- Keeping Children Safe in Education 2026;
- Equality Act 2010;
- SEND Code of Practice;
- National Curriculum for Science.

Relationships Education is compulsory for all pupils receiving primary education. Health Education is compulsory in state-funded primary schools. Primary schools may choose to teach additional sex education beyond statutory Relationships Education, Health Education and National Curriculum Science.

3. Curriculum approach

The school provides a coherent, progressive and age-appropriate programme from the Early Years Foundation Stage through to Year 6. Pol-Ed is used as the principal curriculum framework for PSHE and statutory Relationships and Health Education. It is complemented by MELVA, the wider curriculum and additional provision selected to meet pupils' needs.

Pol-Ed – the curriculum spine

Pol-Ed provides the main progressive framework through which pupils learn about families, friendships, respectful relationships, boundaries and consent, personal safety, online relationships and safety, physical and

mental health, healthy lifestyles, drugs and nicotine, developing bodies, first aid, citizenship, money, careers and wider safeguarding themes.

MELVA – mental health and emotional wellbeing

MELVA enriches and deepens the core curriculum. It supports emotional literacy, empathy, resilience, mindfulness, self-regulation, the five ways to wellbeing, managing worry and anxiety, positive self-talk, decision-making, critical thinking, friendship changes, grief and loss, self-image and transition. MELVA complements rather than replaces the core PSHE/RSHE curriculum.

Equality, diversity and belonging

The school ensures pupils encounter age-appropriate teaching about equality, diversity, belonging, respectful relationships, different families, stereotypes, discrimination and protected characteristics. The school may use carefully selected No Outsiders resources, picture books and assemblies to strengthen this strand. Any resource is reviewed by the school before use and is not treated as a substitute for the statutory curriculum.

Wider curriculum links

Relevant learning is reinforced through Science, Computing and Online Safety, PE, safeguarding education, assemblies and enrichment. Curriculum leaders map these contributions so that essential content is not assumed to be covered simply because it appears in another subject.

4. Relationships Education

Families and people who care for me

- the importance of families, love, security and stability;
- that families can take different forms and should be respected;
- safe, caring and stable relationships;
- marriage and civil partnerships in an age-appropriate way;
- recognising when family relationships may feel unsafe and how to seek help.

Caring friendships

- characteristics of healthy friendships, including kindness, honesty, trust, respect and loyalty;
- forming and maintaining friendships;
- loneliness, disagreement and resolving conflict safely;
- recognising unhealthy friendships and seeking support.

Respectful relationships

- respect, courtesy, self-respect and empathy;
- equality, difference, stereotypes and discrimination;
- bullying, cyberbullying and bystander responsibility;
- personal boundaries, permission-seeking and consent in age-appropriate situations;
- how and where to seek help.

Online relationships and safety

- respectful behaviour online and offline;
- online relationships and the risk that people may misrepresent themselves;
- age restrictions, privacy and location settings;

- personal information, online pressure, grooming and inappropriate contact;
- harmful content, deepfakes, AI-enabled risks and misinformation where age appropriate;
- permanence and circulation of online information and images;
- reporting, blocking and seeking trusted adult support.

Being safe

- privacy and appropriate boundaries;
- that each person's body belongs to them;
- appropriate and inappropriate physical contact;
- recognising unsafe or harmful situations and relationships;
- responding safely to people they do not know;
- reporting concerns, identifying trusted adults and continuing to seek help until heard.

Correct anatomical terminology is introduced sensitively and at an appropriate stage so pupils have the vocabulary required to understand their bodies and communicate concerns.

5. Health Education

Mental wellbeing, change and loss

- recognising and naming emotions and using appropriate vocabulary;
- emotional regulation, resilience and managing worries;
- loneliness, isolation and when to seek support;
- change, loss, bereavement and grief as a natural response;
- where and how to obtain help.

Online wellbeing

- benefits and risks of technology and balancing online/offline life;
- screen time and healthy routines;
- gaming, age restrictions and potentially addictive behaviours;
- video-game monetisation, scams and fraud;
- media literacy, targeted information, personal data and privacy;
- AI and emerging online risks at an age-appropriate level.

Physical health, food and healthy lifestyles

- physical activity and risks of inactivity;
- healthy eating, nutrition and a healthy relationship with food;
- dental health, personal hygiene, germs, vaccination and sun safety;
- good-quality sleep and healthy bedtime routines.

Drugs, alcohol, tobacco, vaping and nicotine

Pupils receive age-appropriate education about medicines, legal and illegal harmful substances, smoking, vaping, nicotine, nicotine addiction, nicotine pouches, alcohol and drugs, including associated risks, influences and where to seek help.

Personal safety and first aid

- fire and other hazards;

- road, railway and level-crossing safety;
- water safety;
- assessing everyday risk;
- making an effective emergency call;
- reporting incidents rather than filming them;
- basic first aid, common injuries and awareness of head injuries.

6. Developing bodies, puberty and menstruation

Pupils are taught about growth and puberty in an age-appropriate and developmentally appropriate way. Teaching includes physical and emotional changes, correct body terminology, body privacy, menstruation, menstrual wellbeing, menstrual products and practical support.

The school recognises that menstruation may begin before the later years of Key Stage 2. Age-appropriate preparation will therefore be introduced before pupils are likely to experience these changes and revisited with increasing depth. The school will review the sequencing of the core scheme to ensure this expectation is met.

7. Primary sex education

The revised statutory guidance states that the primary Relationships and Health Education content, together with National Curriculum Science, covers the required primary content, including puberty. The school will determine whether any additional sex education is needed to meet the needs of its pupils and support transition to secondary school.

Where additional primary sex education is provided, the content will be clearly identified, age appropriate, communicated to parents and subject to the parental right to request withdrawal from that additional provision.

8. Equality, diversity and protected characteristics

The school is committed to ensuring all pupils feel safe, respected and included. Teaching will comply with the Equality Act 2010 and will be factual, sensitive and age appropriate.

Pupils learn that families may include, for example, single parents, a mother and father, same-sex parents, adoptive or foster families, kinship carers, stepfamilies and grandparents or other relatives providing care. Teaching focuses on the characteristics of safe, loving and stable family relationships and respect for others.

Equality and diversity learning is planned progressively rather than delivered as isolated events. No Outsiders resources may be used to strengthen belonging, inclusion, different families, discrimination, stereotypes and respect for protected characteristics.

9. Economic wellbeing and careers

Economic wellbeing and careers form part of the school's wider PSHE curriculum. Current Pol-Ed provision includes learning about what money is, where money comes from, spending and saving, needs and wants, looking after money, financial risk, different ways to pay, jobs and careers, career stereotypes, education and training, and future planning.

Leaders will maintain a progressive map of this strand and supplement the core provision where necessary, particularly in relation to financial wellbeing, influences on spending, informed consumer choices, budgeting and saving, personal strengths and aspirations, skills for work and a broad understanding of future pathways.

10. Safeguarding and disclosures

RSHE contributes directly to preventative safeguarding. Pupils are taught how to recognise safe and unsafe situations, understand boundaries, recognise grooming and exploitation, identify trusted adults and report concerns.

Staff will be alert to disclosures or comments indicating a safeguarding concern. They will listen, avoid promising confidentiality, record accurately and report concerns promptly in accordance with the school's Safeguarding and Child Protection Policy.

11. Teaching, questions and classroom climate

RSHE is taught in a safe, respectful classroom climate. Ground rules are established and teachers use accurate, age-appropriate vocabulary. Pupils are encouraged to ask questions.

Teachers will answer questions honestly and sensitively, correct misconceptions and avoid providing content inappropriate to pupils' age or development. Where necessary, staff will consult the PSHE Lead or DSL. Safeguarding procedures take precedence where a question or comment raises a concern.

12. SEND and accessibility

RSHE will be accessible and ambitious for pupils with SEND. Essential safeguarding knowledge will not be removed because of SEND. Teachers may adapt language, use visual support, explicit teaching, repetition, social stories, smaller teaching steps or additional practice.

Leaders will consider the increased vulnerability to abuse, exploitation and unsafe relationships experienced by some pupils with SEND when planning and evaluating provision.

13. Parents, carers and transparency

The school recognises parents and carers as children's first educators and will work in partnership with them. The school will consult parents when developing and reviewing its Relationships Education policy, publish the policy, provide information about the curriculum and make curriculum materials available for parents to view in accordance with statutory guidance.

The school will communicate particularly sensitive content clearly and respond respectfully to questions or concerns. Commercial copyright will be respected but will not be used to prevent parents from viewing materials as required by the guidance.

14. Right to withdraw

Parents do not have a right to withdraw their child from statutory Relationships Education, Health Education or statutory National Curriculum Science.

If the school provides additional primary sex education beyond these statutory elements, parents may request withdrawal from that additional sex education. Requests should be made to the Headteacher. The school will normally discuss the request with parents to clarify the content, their concerns and the implications of withdrawal, and will provide appropriate alternative education.

15. Curriculum resources

The school reviews externally produced resources before use. Materials must be accurate, age appropriate, developmentally appropriate, inclusive, consistent with statutory guidance, sensitive to pupils' needs and free from harmful stereotypes. The school does not rely solely on a provider's statement that a resource or programme is compliant.

16. Roles and responsibilities

Governing Body

- ensure statutory requirements are met and the policy is reviewed;
- maintain strategic oversight of curriculum quality, inclusion and safeguarding;
- receive appropriate monitoring information without becoming operational.

Headteacher

- ensure statutory requirements and this policy are implemented;
- ensure appropriate curriculum time, staff training and parental engagement;
- ensure RSHE contributes effectively to safeguarding.

PSHE/RSHE Lead

- maintain curriculum progression and statutory mapping;
- coordinate Pol-Ed, MELVA, equality/diversity provision and wider curriculum contributions;
- support staff, review resources and monitor implementation;
- identify gaps and development priorities.

Teaching staff

- deliver the agreed curriculum and use appropriate vocabulary;
- create a safe learning environment and adapt provision appropriately;
- respond appropriately to questions and safeguarding concerns.

17. Monitoring and evaluation

Leaders will monitor not only whether content has been delivered but what pupils know, remember and can apply. Monitoring may include curriculum and planning review, lesson visits, pupil and staff voice, review of learning, safeguarding curriculum audits, SEND monitoring, parental feedback and governor monitoring.

- pupils' knowledge of healthy and unsafe relationships;
- appropriate vocabulary and understanding of boundaries;
- knowledge of where and how to seek help;
- progression in mental and physical health knowledge;
- understanding of equality and respect;

- progression in economic wellbeing and careers;
- effectiveness of adaptations for pupils with SEND.

18. Review

This policy will be reviewed annually, or earlier where statutory or safeguarding guidance changes, monitoring identifies a need, new risks emerge or significant curriculum changes are made.

The policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety arrangements, SEND Policy and relevant curriculum policies.

Key reference documents

- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance for introduction 1 September 2026.
- DfE: Keeping Children Safe in Education 2026.
- PSHE Association: Programme of Study for PSHE education (2026).
- Pol-Ed: Primary statutory Relationships and Health and Wellbeing content mapping supplied to the school.
- MELVA: programme overview and recommended programme of study supplied to the school.