Elton Primary School & Nursery

Relationships and Health Educational Policy

In our school, the wellbeing and education of all our children comes first

Governors	Autumn 2026
Review	Autumn 2027

Statement of intent

At Elton Primary and Nursery School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Policy Development

We deliver our Relationships and Health Education curriculum using My Happy Mind Plus. The programme of study reflects DfE statutory guidance for introduction 1 September 2026.

1. Roles and responsibilities

1.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

1.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

1.3. The relationships and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

1.4. The class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Working with the relationships and health education subject leader to evaluate the quality of provision.

2. Organisation of the curriculum

2.1. Every primary school is required to deliver statutory relationships education and health education.

2.2. For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

2.3. For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

2.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

2.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Published: July 2025, Effective: September 2026

2.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

2.7. We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

2.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing admin@elton.cheshire.sch.uk

2.9. The school has adopted a curriculum that is age-appropriate for pupils within each year group.

2.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

3. Consultation with parents

3.1. The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

3.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

3.3. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

3.4. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

4. Curriculum overview

4.1 The school delivers the national curriculum in all subjects including Relationship and Health Education. The content of the national curriculum for primary Relationship and Health Education can be found at: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary.

4.2 The school delivers these objectives as mapped out on My Happy Mind Plus which can be accessed on the school's website under the curriculum / RHE tab.

5. Sex education

5.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

5.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

5.3. At our school, we do teach pupils sex education beyond what is required of the science curriculum. The school uses Christopher Winter planning materials to ensure age appropriate lessons - see appendix.

5.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum.

5.5. Parents are given the opportunity to advise on what should be taught through sex education.

5.6. The age and development of pupils is always considered when delivering sex education.

6. Delivery of the curriculum

6.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum using My Happy Mind Plus and Christopher Winter programmes.

6.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

6.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

6.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

6.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson.

6.6. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

6.7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

6.8. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

6.9. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

6.10. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

6.11. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

6.12. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

6.13. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

6.14. Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

6.15. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

6.16. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

7. Working with external experts

7.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

7.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

7.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

7.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

7.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

7.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.

7.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

8. Equality and accessibility

8.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

8.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

8.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships

and health education, and the programme will be designed to be inclusive of all pupils.

8.4. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Safeguarding Policy, which set out expectations of pupils.

9. Curriculum links

9.1. The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.

9.2. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

10. Withdrawing from the subjects

10.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

10.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

10.3. The headteacher will automatically grant withdrawal requests however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

10.4. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

10.5. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

10.6. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

11. Behaviour

11.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

11.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

11.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

11.4. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

12. Staff training

12.1. Training of staff will be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.

13. Confidentiality

13.1. Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

13.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.

13.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

13.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the headteacher and handled in accordance with the Safeguarding Policy.

14. Monitoring quality

14.1. The relationships and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

14.2. The relationships and health education subject leader will work regularly and consistently with the headteacher and RHE link governor to evaluate the effectiveness of the subjects and implement any changes.

15. Monitoring and review

15.1. This policy will be reviewed on an annual basis by the relationships and health education subject leader and headteacher. The next scheduled review date for this policy is September 2027.

15.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

15.3. The governing board is responsible for approving this policy.

15.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1 – Christopher Winters Project - Drugs and Alcohol overview

CWP
Drug & Alcohol Education Curriculum Overview

Year 1 | Year 4
Year 2 | Year 5
Year 3 | Year 6

Year 1 Medicines and People Who Help Us

Lesson 1: Staying Healthy
Lesson 2: Medicines
Lesson 3: Who gives us medicines?

Year 2 Keeping Safe

Lesson 1: Risk
Lesson 2: Hazardous Substances
Lesson 3: Safety Rules

Year 3 Smoking

Lesson 1: Why People Smoke
Lesson 2: Physical Effects of Smoking
Lesson 3: Smoking and Society

Year 4 Alcohol

Lesson 1: Effects of Alcohol
Lesson 2: Alcohol and Risk
Lesson 3: Limits to Drinking Alcohol

Year 5 Legal and Illegal Drugs

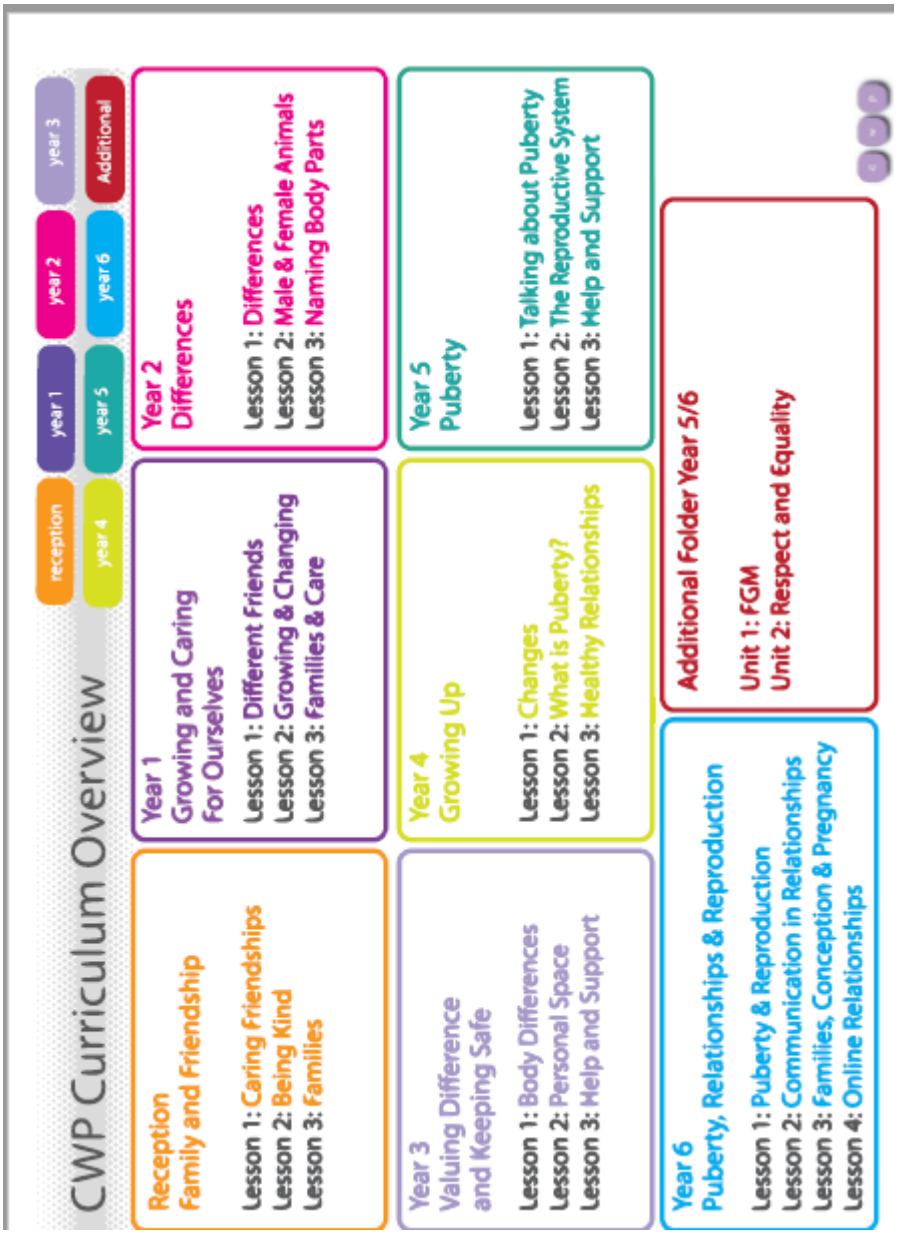
Lesson 1: Legal and Illegal Drugs
Lesson 2: Attitudes to Drugs
Lesson 3: Peer Pressure

Year 6 Preventing Early Use

Lesson 1: Cannabis
Lesson 2: VSA and Getting Help
Lesson 3: Help, Advice and Support

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Appendix 2 – Christopher Winters Project - Relationships overview



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New Digital Citizenship Curriculum Topic Key

Introductory Song (K–2 only) | Media Balance & Well-Being | Privacy & Security | Digital Footprint & Identity | Relationships & Communication | Cyberbullying, Digital Drama & Hate Speech | News & Media Literacy

Grade K (age 5–6)	Essential Question	Topic	Revised Original Lesson
Media Balance Is Important	How do we find a happy balance between our online and offline activities?		
Pause for People	How do you say goodbye to tech when you don't want to?		
Safety in My Online Neighborhood	How do you go places safely online?		**Going Places Safely**
Grade 1 (age 6–7)	**Essential Question**	**Topic**	**Revised Original Lesson**
Pause & Think Online	How can we be safe, responsible, and respectful online?		
How Technology Makes You Feel	Why is it important to listen to your feelings when using technology?		
Internet Traffic Light	How do you stay safe when visiting a website or an app?		**Staying Safe Online**
Grade 2 (age 7–8)	**Essential Question**	**Topic**	**Revised Original Lesson**
We the Digital Citizens	How can we be good digital citizens?		
Device-Free Moments	Why is it important that we have device-free moments in our lives?		
That's Private!	What kinds of information should I keep to myself when I use the internet?		**Keep It Private** (formerly a kindergarten lesson)
Digital Trails	What information is OK to have in your digital footprint?		**Follow the Digital Trail** (formerly a first-grade lesson)
Who Is In Your Online Community?	How are we all part of an online community?		**My Online Community**

Putting a STOP to Online Meanness	What should you do if someone is mean to you online?		**Screen Out the Mean** (formerly a first-grade lesson)
Let's Give Credit!	How can you give credit for other people's work?		**My Creative Work** (formerly a kindergarten lesson)
Grade 3 (age 8–9)	**Essential Question**	**Topic**	**Revised Original Lesson**
Your Rings of Responsibility	How do digital citizens take responsibility for themselves, their communities, and their world?		**Rings of Responsibility**
Password Power-Up	How can a strong password help protect your privacy?		**Powerful Passwords** (formerly a second-grade lesson)
This Is Me	How does what I post affect my online identity?		
Our Digital Citizenship Pledge	What makes a strong online community?		**Digital Citizenship Pledge** (formerly a fourth-grade lesson)
The Power of Words	What should you do when someone uses mean or hurtful language on the internet?		**The Power of Words**
Is Seeing Believing?	Why do people alter digital photos and videos?		**Picture Perfect** (formerly a fourth-grade lesson)
Grade 4 (age 9–10)	**Essential Question**	**Topic**	**Revised Original Lesson**
My Media Choices	What makes a healthy media choice?		
Private and Personal Information	What information about you is OK to share online?		**Private and Personal Information** (formerly a third-grade lesson)
Our Online Tracks	How does our online activity affect the digital footprints of ourselves and others?		
Keeping Games Fun and Friendly	How can I be positive and have fun while playing online games and help others do the same?		
Be A Super Digital Citizen	How can we be upstanders when we see cyberbullying?		**Super Digital Citizen** (formerly a fifth-grade lesson)

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A Creator's Rights and Responsibilities	What rights and responsibilities do you have as a creator?		A Creator's Rights (formerly a sixth-grade lesson)
Grade 5 (age 10–11)	**Essential Question**	**Topic**	**Revised Original Lesson**
Finding My Media Balance	What does media balance mean for you?		
You Won't Believe This!	What is clickbait, and how can you avoid it?		You've Won a Prize (formerly a fourth-grade lesson)
Beyond Gender Stereotypes	How do gender stereotypes shape our experiences online?		Selling Stereotypes
Digital Friendships	How do you keep online friendships safe?		Talking Safely Online
Is It Cyberbullying?	What is cyberbullying, and what can you do to stop it?		What's Cyberbullying
Reading News Online	What are the important parts of an online news article?		
Grade 6 (age 11–12)	**Essential Question**	**Topic**	**Revised Original Lesson**
Finding Balance in a Digital World	How do we balance digital media use in our lives?		Digital Life 101
Don't Feed the Phish	How can you protect yourself from phishing?		Scams & Schemes
Who Are You Online?	What are the benefits and drawbacks of presenting yourself in different ways online?		
Chatting Safely Online	How do you chat safely with people you meet online?		
Digital Drama Unplugged	How can you de-escalate digital drama so it doesn't go too far?		Cyberbullying: Be Upstanding
Finding Credible News	How do we find credible information on the internet?		Strategic Searching
Grade 7 (age 12–13)	**Essential Question**	**Topic**	**Revised Original Lesson**