



To inspire, enrich and nurture so each individual reaches their full potential

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Relationship and Health Education Policy

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To be reviewed annually in the Autumn Term

Next Review: September 2027

History of Document

Issue No.	Date Issued	Prepared By	Approved By	Comments
Issue 1	Sept 2025	Millie Irish	Trust Board	Updated inline with template from The Key
Issue 2	Sept 2026	Maliha Syeda	Trust Board	Updated in line with template from The Key and statutory changes for September 2026. Two extra sections have been added and information on sex education removed.

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our RHE Curriculum links closely to our school ethos of enriching and nurturing our pupils creating free thinking, curious, resilient and conscientious members of society.

2. Statutory Requirements

As a free school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

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. This would include the elements of sex education contained in the science curriculum.

We are not required to provide sex education in our RHE curriculum.

In teaching RHE, 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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Hatfield Community Free School, we teach RHE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – relevant school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with trustees and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health.

5. Curriculum

Our RHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. For example, if a pupil discloses an issue related to inappropriate or unsafe relationships, we may adjust the timing or focus of certain lessons to address safeguarding concerns sensitively and appropriately, in line with the child's needs and support plans.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers via our website and through our annual RHE parent meetings.

6. Delivery of RHE

At Hatfield Community Free School, we use the Twinkl scheme of work, which is updated to reflect all statutory changes from September 2026, to deliver the content of our PSHE and RHE curriculum. Our lessons have been adapted to be inclusive for all pupils by providing adequate scaffolds and challenge in each lesson. We may also provide additional input or follow-up sessions to support pupils in understanding and applying these concepts appropriately. Our curriculum is enriched with materials from external providers. Our staff are trained from September on sensitive areas of the curriculum to ensure consistency in their responses to pupils and parents.

Over the course of the year at three stages of curriculum delivery, the school will consult with parents and carers, valuing their views. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials upon request and via our school website.

All materials and resources are assessed by the Assistant Vice Principal before delivery. For more information about our RHE curriculum, see Appendix 1.

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and 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
- “Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation needed

6.2 Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use via our school website. Parents/carers are not able to veto curriculum content.

7. Use of External organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught. We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers via our school website

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and Responsibilities

8.1 The Trust Board

The Trust Board will approve the RHE policy and hold the Principal to account for its implementation.

8.2 The Principal

The Principal is responsible for making sure that RHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL). (Victoria Hobson, Jo Pape, Ellen Summers, Ashley Holmes)

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal.

8.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

9. Parents' Right to Withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education.

10. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring Arrangements

The delivery of RHE is monitored by the Assistant Vice Principal, through learning walks and planning reviews.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RHE lead annually. At every review, the policy will be approved by the Trust Board.

Appendix One – Relationships and Health Education Curriculum Map

Relationships

Theme	KS1	LKS2	UKS2
	All children should be able to:		
 TEAM	- talk about the different teams they belong to; - describe how we can listen to others; - list some ways we can show kindness to others; - provide examples of friendly joking, teasing and bullying behaviours; - identify helpful and not-so-helpful thoughts; - talk about different choices we can make within our team.	- talk about changes people may go through and what feelings or emotions these changes may bring; - list some helpful behaviours that support teamwork; - understand how different behaviours affect the whole team; - talk about different emotions our teammates may experience; - discuss ways we can resolve disputes within a team; - talk about how fulfilling our responsibilities benefits our team.	- talk about qualities and attributes of teams they identify as successful; - talk about the importance of respectful communication; - explain what it means to compromise and collaborate; - describe ways we can care for people in our team; - list examples of unkind behaviour and talk about what we can do to help; - talk about different responsibilities we have to help the team function well.
 VIPs	- explain who the special people in their lives are; - talk about the importance of families; - describe what makes someone a good friend; - know how to resolve an argument in a positive way; - know the skills involved in successful cooperation; - identify a way to show others that they care.	- talk about ways we can show respect to our VIPs both online and offline; - talk about different ways to make new friends; - talk about ways we can tell whether a relationship is healthy or unhealthy; - describe positive resolutions we can use to solve a dispute in a friendship; - list different forms of bullying and suggest effects of these; - identify people and organisations who can offer support if we or someone we know is being bullied.	- share ideas for ways we can care for our VIPs; - identify some aspects of healthy and unhealthy relationships; - discuss a range of calming techniques with support; - discuss ways to handle a disagreement with support; - explain ways to resist pressure with support; - identify which secrets are OK to keep and which need to be shared with support; - list factors that might show a relationship is unhealthy.
 Be Yourself	- identify their own special traits and qualities; - identify and name common feelings; - select times and situations that make them feel happy; - talk about what makes them feel unhappy or cross; - explain how change and loss make them feel; - understand the importance of sharing their thoughts and feelings.	- list some of their achievements and say why they are proud of them; - identify facial expressions associated with different feelings; - describe some strategies that they could use to help them cope with uncomfortable feelings; - suggest assertive solutions to scenarios; - explain that the messages they receive from the media about how they should look, think and behave are not always realistic; - suggest ways to make things right after a mistake has been made; - explain that mistakes help them to learn and grow.	- discuss scenarios where children are torn between 'fitting in' and being true to themselves; - explain how to communicate their feelings in different situations; - discuss different ways to manage uncomfortable feelings; - discuss which situations would make people fight or flee and why; - create resolutions to different tricky situations; - identify the feelings involved in making a mistake and understand how to make amends.
 Digital Wellbeing	- identify ways we use the Internet; - talk about different activities they like to do both online and offline; - discuss some of the risks that are present when we go online; - explain how to get help if anything online frightens them; - give examples of personal information and understand that we keep it private; - talk about ways people communicate online and explain what to do if something they see worries them; - understand that not everything we see on the Internet is true.	- identify some positives and negatives of the Internet; - explain what to do if they experience or see bullying online; - explain ways to communicate safely online and identify ways to get support if they do not feel safe; - assess the reliability of online information; - explain what personal information includes; - know why we shouldn't share passwords and private information; - explain why we have rules and restrictions around the technology we use.	- identify the benefits and risks of the Internet; - understand it is important to look after their digital wellbeing; - recognise the signs of inappropriate and harmful online relationships; - identify the benefits and risks of social media; - understand that online bullying is wrong and what to do to get help to make it stop; - explain that not all online information is true.

Health and Wellbeing

Theme	KS1	LKS2	UKS2
	All children should be able to:		
 Safety First	- identify some everyday dangers; - understand some basic rules that help keep people safe; - know what to do if they feel in danger; - identify some dangers in the home; - identify some dangers outside; - identify which information they should never share on the Internet; - know that their private body parts are private; - recall the number to call in an emergency; - list some people who can help them stay safe.	- identify and discuss some school rules for staying safe and healthy; - list some of the dangers we face when we are using roads, water or railways; - describe drugs, cigarettes and alcohol in basic terms; - identify some common injuries and know they can be treated with first aid; - recognise hazards and dangers in an emergency situation; - state 999 as the number to call to seek help in an emergency.	- describe what a dare is and identify situations involving peer pressure; - know when to seek help in risky or dangerous situations; - identify and discuss some school rules for staying safe and healthy; - recall the number to dial in an emergency; - list some of the hazards they might find at home; - understand some substances at home can be dangerous; - list some of the dangers we face when we are around roads, railways or water; - know the key points of the firework code.
 It's My Body	- explain how much sleep they need; - discuss why exercise is good for them; - understand they can choose what happens to their bodies; - list healthy snacks; - know to ask a trusted adult if uncertain about whether something is safe to eat or drink; - demonstrate hygienic ways to look after their bodies.	- understand the importance of sleep, exercise and healthy eating; - discuss what happens to muscles when we exercise them; - understand they can choose what happens to their body and know when a 'secret' should be shared; - explain that too much sugar is bad for health; - know the difference between medicine and harmful drugs and chemicals; - explain how germs travel and spread disease; - identify ways to protect their bodies from ill health.	- understand that they can choose what happens to their own bodies; - know where and how to get help if they are worried; - understand the importance of sleep, exercise and healthy eating; - identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; - identify positive aspects about themselves; - discuss the choices related to health that they make each day; - identify choices that will benefit their health and provide a 'balanced lifestyle'; - identify ways to protect their bodies from ill health.
 Think Positive	- identify and discuss feelings and emotions, using simple terms; - describe things that make them feel happy and unhappy; - understand that they have a choice about how to react to things that happen; - talk about personal achievements and goals; - describe difficult feelings and what might cause these feelings; - discuss things for which they are thankful; - focus on an activity, remaining calm and still.	- understand that it is important to look after our mental health; - recognise and describe a range of comfortable and uncomfortable emotions; - discuss changes people may experience in their lives and how they might make them feel; - talk about things that make them happy and help them to stay calm; - identify uncomfortable emotions and what can cause them; - discuss the characteristics of a good learner.	- talk about their thoughts, feelings and behaviours; - identify unhelpful and helpful thoughts; - suggest outcomes linked to certain thoughts, feelings and actions; - discuss ways in which positive thinking can be beneficial; - identify and discuss uncomfortable emotions; - identify common choices we have to make in life; - use basic mindfulness techniques, when guided; - describe what makes a good learner.
 Growing Up	- talk about their own likes and dislikes; - understand that different people like different things; - understand that girls and boys can like different things, or the same things; - describe how they have changed since they were a baby; - understand that peoples' needs change as they grow older; - talk about things they would like to do when they are older; - discuss some changes that people might go through in life; - talk about their family and ask others questions about their family.	- name the main male and female body parts needed for reproduction; - describe some of the changes boys go through during puberty; - describe some of the changes girls go through during puberty; - describe some feelings young people might experience as they grow up; - talk about their own family and the relationships within it; - understand that there are many different types of family; - identify similarities and differences in different loving relationships; ~~explain in simple terms how babies are made and how they are born;~~ - identify someone they could talk to about their changing body should they need to.	- name physical changes young people will experience during puberty; - describe emotional changes young people might experience during puberty; - appreciate that there is no such thing as a perfect body; - list things that all loving relationships have in common; ~~explain what a sexual relationship is;~~ ~~understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this;~~ ~~explain how babies are conceived and how they are born;~~ - identify someone they could talk to about their changing body, should they need to.