



BROOK FIELD PRIMARY SCHOOL

Relationships and Health Education (RHE) Policy Statement

INTRODUCTION

At Brook Field, we provide our children with Relationships, Sex (for upper KS2) and Health Education (RHE). RHE is lifelong learning about families and relationships; physical health and growing up; respecting boundaries and consent; mental health and emotional wellbeing; and safety and the online world. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Brook Field School aims to support young people through promoting their physical, emotional, cultural and moral development. Young people need to learn to respect themselves and others, especially as they move with confidence from childhood through adolescence into opportunities, responsibilities and experiences of adult life.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (Taken from Relationships Education, Relationships and Sex Education and Health Education July 2025)

STATUTORY REQUIREMENTS

As a Primary School we must provide relationships education to all pupils as per section 34 and 35 of the Children and Social Work Act 2017.

AIMS

Relationships and Health Education at Brook Field aims to:

- Provide a framework in which sensitive discussions can take place
- Deal with issues of religion, cultural differences and ethnicity sensitively
- Create an atmosphere of respect and acceptance
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around contexts of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

IMPLEMENTATION OF POLICY AIMS

RHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, puberty and reproduction.
- Computing: Online safety, respectful online communication,
- English: Texts often provide opportunities to explore RHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between RHE and other learning, reinforcing understanding and helping children to see how RHE knowledge and skills apply across different contexts.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES

Spiritual, Moral, Social and Cultural development is an inclusive element of our RHE curriculum, with every opportunity taken within our sessions to develop our children's skills within these areas further. Within this subject area, the children develop their oracy skills by discussing and respecting other people's faith, feelings and values. Children are taught what is right and wrong, recognising legal boundaries and developing the belief that actions have consequences. Activities which involve group work enhance the children's values of democracy, individual liberty and mutual respect. Children can draw upon similarities and differences between cultural, religious, ethnic and socio-economic communities. Lessons within RHE develop a sense of enjoyment and fascination about learning about themselves, others and the world around them.

Please also refer to the SMSC policy and the SMSC section on our website.

PLANNING & TEACHING

RHE is taught within the Personal, Social, Health Education (PSHE) using the Jigsaw Scheme of Work and Science Curriculum. 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, kind relationships
- Online relationships, safety and awareness
- Being safe
- Mental wellbeing
- Developing bodies (including puberty as part of Health Education)

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 or young carers).

KEY STAGE 1 SCIENCE CURRICULUM

(National Curriculum Statutory content)

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

KEY STAGE 1 PSHE CURRICULUM

- the names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls
- how to maintain physical, mental and emotional health and well-being
- how to manage risks to physical and emotional health and well-being
- ways of keeping physically and emotionally safe
- about managing change, such as transition and loss
- how to make informed choices about health and well-being and to recognise sources of help with this

KEY STAGE 2 SCIENCE CURRICULUM

(National Curriculum Statutory content)

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.
- learn about the changes experienced in puberty

KEY STAGE 2 PSHE CURRICULUM

- how their body will change as they approach and move through puberty
- about human reproduction
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships

The teaching of the RHE curriculum content also includes the Jigsaw scheme's unit of 'Changing Me' and is supported with a variety of teaching materials with age-appropriate books and videos. See below for the progression of each year groups objectives. ~~This content is non-statutory.~~

	Changing Me Unit
Foundation Stage	Children learn how their bodies and lives change as they grow, including body parts and feelings, and understand that sharing emotions and reflecting on memories can help them manage these changes.
Year 1	Children learn about life cycles and how bodies change as humans and animals grow, including differences between boys and girls, respecting bodies, and managing feelings about change, while recognising that everyone develops at their own pace.
Year 2	Children learn about life cycles and growing up, including body changes, privacy and boundaries, while developing respect for differences and ways to manage feelings about change and the future.
Year 3	Children learn how babies grow and how bodies change as people get older, including early puberty and the importance of hygiene. They also explore feelings about change, use correct body vocabulary and challenge stereotypes.
Year 4	Children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They also develop strategies to manage change and worries and understand the importance of support from trusted people.
Year 5	Children explore self-image and body confidence while learning about physical and emotional changes during puberty for boys and girls, including menstruation and media influences. They also learn about how babies are made, and develop skills to find reliable information, take on responsibilities, and manage feelings about growing up.
Year 6	Children explore self-image, self-esteem, and the physical and emotional changes of puberty, while also learning about friendships, consent, and respectful relationships, <i>including a non-statutory lesson on reproduction, pregnancy and birth.</i> They also reflect on transitioning to secondary school and how to manage worries and prepare confidently for the future.

Those in italics are what is covered in a non-statutory lesson that are taught as part of our Jigsaw scheme of work but is not a compulsory.

- The following teaching strategies support active learning and will be used where appropriate: sharing ideas, discussions, listening exercises, scenarios, drawings, question boxes and story boards.
- Teachers have the main responsibility for teaching the curriculum content in the classroom and will choose to teach certain issues in single sex groups where appropriate.
- Where matters of RHE arise in other areas of the curriculum, sessions will be structured within the RHE policy guidelines and will remain within the context of that curriculum area.

More Able children will be challenged within RHE and PSHE sessions through different cut away activities; the use of different resources; and a greater depth of questioning to develop their RHE understanding and vocabulary even further.

More Able children may present themselves in the following ways:

- Thorough knowledge of a subject area.
- A child being able to relate what is being studied to their first-hand experiences.
- A deeper understanding of the concepts or ideas being explored as shown in written work or through the pupil's conversations in class.
- Relating their thoughtful insights and comparing/contrasting these to others.
- Having a curious attitude to the big questions and complex issues being explored in sessions.
- Having a clear academic ability to analyse, compare and evaluate content regarding relationships and health education.

Opportunities will be provided to develop not only their written skills but also speaking and listening through appropriate Oracy tasks.

For more information, please refer to the Teaching & Learning, SEND and Inclusion, and the More Able Policies.

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Children with special educational needs and/or disabilities receive appropriate, adapted RHE education that meets their needs. RHE is particularly important for children with SEND, who may be more vulnerable. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain RHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the RHE lead and class teachers as needed to ensure appropriate provision.

ORGANISATION & RESOURCES

RHE is taught using Jigsaw's PSHE scheme of work and resources. Each class has access to a worry monster or worry box to write any concerns or issues they would like to discuss regarding PSHE or RHE related content. The RHE co-ordinator is responsible for ensuring all staff have access to age-appropriate resources to deliver the successful teaching of RHE.

ASSESSMENT & MONITORING

At Brook Field Primary School, we monitor and evaluate our RHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in RHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections

- Brief formative assessments to check understanding

THE ROLE OF RELATIONSHIPS AND HEALTH EDUCATION CO-ORDINATOR

The role of the RHE co-ordinator is to:

- Monitor the RHE carried out across year groups by scrutiny of work, planning, assessment and pupil voice. This includes monitoring of the frequency of RHE teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD to ensure up to date and relevant professional development in this subject.

PARENTS/CARERS

- Parents/carers will be invited to preview teaching materials used in the Jigsaw scheme theme of Changing Me for their child's year group annually.
- Parents/carers are unable to withdraw their child from relationship education. As stated under sections 34 and 35 of the Children and Social Work Act 2017, making RHE compulsory for all pupils receiving primary education.
- Parents have the right to withdraw their child from the non-statutory components of sex education within RHE, see Changing Me unit referred to above. The procedure for this is to request a meeting with the Head teacher to discuss and then send a letter to the Head and Governors formally requesting withdrawal from the lesson. Alternative work will be given to pupils who are withdrawn from this area of the curriculum.
- Further information entitled called 'What do Primary Schools have to teach in Primary RHE' can also be found on our website: <https://www.brookfieldprimary.org/resources/d4add700-3ac5-4b9a-976a-fc7dd4cab875>
- Please also refer to the PSHE section of our website, where you will find examples of the lessons within each year groups Changing Me unit.

For specific details about possible related issues please refer to other school policies, e.g. P.S.H.E, Confidentiality, Safeguarding and Child Protection, Behaviour, Anti-Bullying and Online Safety.

APPENDIX 1

Curriculum Map for RHE:

Jigsaw PSHE Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Celebrating difference and remaining friends</p>	<p>Achieving realistic goals</p> <p>Staying healthy to achieve goals</p> <p>Perseverance and strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Healthy eating and nutrition</p> <p>Safety in the home</p> <p>Safety out and about</p> <p>Medicines</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
Ages 7-8	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p> <p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning</p> <p>Processes</p> <p>Contributing to the community</p> <p>Managing feelings</p> <p>Simple budgeting</p>	<p>Exercise</p> <p>Food labelling and healthy swaps</p> <p>Attitudes towards drugs</p> <p>Keeping safe online and off line</p> <p>Respect for myself and others</p> <p>Healthy and safe choices outdoors</p> <p>Water safety</p> <p>Asking for help</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and who to go to for help</p> <p>Media influence</p> <p>Being a global citizen</p> <p>How my choices affect others</p> <p>Awareness of other children's different lives</p> <p>Expressing appreciation for family and friends</p>	<p>How babies grow</p> <p>Outside body changes</p> <p>Inside body changes</p> <p>Personal hygiene</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p>

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition