Hill Farm Primary

Relationships and health education

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Policy approved by	
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Introduction and context

All schools are required to deliver a curriculum that is broad, balanced, and meets the needs of all students. In accordance with Section 78 of the Education Act 2002 and the Academies Act 2010, the Relationships and Health Education (RHE) curriculum must:

- Promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- Prepare pupils for the opportunities, responsibilities, and experiences of later life.

This policy ensures compliance with the requirement for schools to publish a Relationships and Sex Education policy, addressing it within the broader framework of Relationships and Health Education.

At Hill Farm Primary School, we adopt a whole-school approach to teaching Relationships and Health Education, recognizing its importance in supporting students' overall development and enhancing their learning capacity.

The Jigsaw Programme provides a comprehensive and well-structured Scheme of Work, ensuring consistency and progression in this crucial curriculum area.

This approach also supports the "Personal Development" and "Behaviour and Attitude" components evaluated under the Ofsted Inspection Framework, and significantly contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda, and the provision of SMSC (Spiritual, Moral, Social, Cultural) development opportunities for our students.

The school’s aims are to:

Our objective is to foster individuality and empathy in children by equipping them with the skills necessary to build and sustain relationships while caring for their own and others' physical and mental health and wellbeing. We aim to prepare children to take on active, positive, and successful roles within today’s diverse society.

The Relationships and Health Education (RHE) curriculum is a central component of our wellbeing program. Through our whole-school approach to RHE, we ensure that all students acquire the knowledge and understanding needed to manage their lives positively, both now and in the future. RHE education cultivates the qualities and attributes essential for thriving as individuals, family members, and members of society.

Our curriculum is designed to support all children, regardless of background, ability, or additional needs, enabling them to reach their full potential. Additionally, the curriculum ensures that all pupils recognize the nine protected characteristics outlined in the Equality Act 2010 and understand the significance of equal opportunities, it however there is no expectation for primary aged children to receive explicit teaching on these characteristics DfE (2025)

Consequently, children will grasp the importance of maintaining physical, social, and mental health, and will possess the knowledge required to achieve this. They will emerge as independent and responsible members of society, equipped with the skills to ensure their own safety and that of others, and to take appropriate actions if they perceive any risk to personal or others' safety.

Statutory Relationships and Health Education

The 2025 Department for Education guidance confirms that Relationships Education remains compulsory in all primary schools in England. Health Education is also mandatory for all state-funded schools. At the same time, Personal, Social, Health and Economic (PSHE) Education remains compulsory in independent schools.

Children and young people are growing up in a world that is increasingly complex, both online and offline. This presents many wonderful opportunities, but also new challenges and risks. In this environment, pupils need to know how to stay safe and healthy, and how to manage their personal, social and academic lives positively.

That is why Relationships and Health Education is essential in all primary schools. These subjects aim to provide the foundational building blocks for healthy, respectful relationships, focusing on friendships, family, and social interaction in all contexts, including digital ones, alongside a solid understanding of how to maintain personal health and wellbeing.

By teaching Relationships and Health Education well, we help children develop knowledge and skills that support their own wellbeing, nurture respect for others, and equip them to grow into thoughtful, successful adults who contribute positively to society.

Schools remain free to decide how best to deliver the content set out in the 2025 guidance within the framework of a broad and balanced curriculum. Effective delivery means breaking down the core knowledge into manageable units, presenting it in a carefully sequenced way, and ensuring pupils encounter it through a planned programme of lessons. All schools must maintain a written policy for Relationships and Health Education, making clear how the curriculum will be delivered.

At Hill Farm Primary School, we prioritise Relationships and Health Education (RHE) as a central pillar of our whole-school PSHE provision. We believe it plays a vital role in supporting children's holistic development—helping them understand and value their own identity, express themselves confidently, and prepare for life in all its aspects.

To deliver this curriculum effectively, we use the programme Jigsaw PSHE Programme — tailoring it where needed to suit our learners. The mapping document *"Jigsaw 3-11 and Statutory Relationships and Health Education"* outlines how Jigsaw meets the requirements of the 2025 guidance, ensuring compliance and continuity. We also commit to regular updates of our teaching materials and ongoing staff support, ensuring our RHE provision remains current, effective, and responsive to students' needs.

Our RHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Alternative Provision (statutory guidance) Alternative provision - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK (www.gov.uk)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. pshe-association-programme-of-study-2020-map.pdf

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise and self esteem.
Summer 1:	Relationships	Includes understanding caring friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss, online relationships.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Hill Farm Primary School, we allocate 45 minutes each week to Relationships and Health Education (RHE) to deliver the curriculum content and skills in a developmental and age-appropriate manner.

These explicit lessons are reinforced and complemented through various mechanisms, including assemblies and collective worship, our praise and reward system, the Learning Charter, and interactions among students, as well as between students and staff across the school. We strive to embody the principles taught and apply them to everyday situations within the school community.

Class teachers are responsible for delivering the weekly RHE lessons to their respective classes.

Relationships Education

The Department for Education (DfE) statutory guidance on Relationships Education outlines the knowledge children are expected to acquire before they complete primary school. The Relationships Education curriculum in primary schools encompasses the following key areas: 'Families and People Who Care for Me,' 'Caring Friendships,' 'Respectful Relationships,' 'Online Relationships,' and 'Being Safe.'

The manner in which the Jigsaw Programme addresses these areas is detailed in the mapping document, *Jigsaw 3-11 and Statutory Relationships and Health Education.*

It is important to note that while the *Relationships* unit within the Jigsaw Programme covers the majority of the statutory requirements for Relationships Education, certain learning outcomes are addressed in other parts of the curriculum. For instance, the *Celebrating Difference* unit enables children to understand and appreciate the wide diversity of family structures and emphasizes the importance of each family type to the children involved.

This integrated and holistic approach ensures that key concepts are reinforced throughout the academic year and across various areas of the curriculum, promoting a deeper understanding of relationships and

Furthermore, educating children about puberty is now a mandatory part of Health Education, as stipulated in the DfE guidance within the 'Changing Adolescent Body' strand. In the Jigsaw Programme, this content is delivered through the *Changing Me* unit.

At Hill Farm basic first aid content is further enhanced through practical workshops for Year 4, delivered by Mini First Aid.

As a digital school, we place high importance on developing children's digital literacy so that they can confidently and safely navigate an increasingly online world. Our curriculum ensures that safeguarding, online safety, and healthy online relationships are woven throughout all aspects of digital learning. Pupils are taught how to recognise risks, protect their personal information, communicate respectfully, and seek help when needed. Through regular teaching, modelling, and reinforcement, we aim to equip all children with the knowledge, skills, and attitudes required to use technology responsibly and safely, both in school and beyond.

The 2025 guidance places a greater emphasis on character development, values, and decision-making as integral aspects of Relationships and Health Education. As a Values-based school with VbE accreditation, our approach is fully aligned with this expectation. Values sit at the heart of our curriculum and are embedded throughout our behaviour policy and daily practice. We promote a shared understanding that "a value is a principle that guides our thinking and behaviour," and we actively support pupils in applying these principles to their choices, interactions, and personal development. Through this consistent focus, we aim to nurture respectful, reflective, and responsible young people who are equipped to contribute positively to their community.

Health Education

The Department for Education (DfE) statutory guidance on Health Education outlines specific knowledge that children are expected to acquire by the time they complete primary school. The curriculum for Health Education in primary schools encompasses several key areas: 'Mental Wellbeing,' 'Internet Safety and Harms,' 'Physical Health and Fitness,' 'Healthy Eating,' 'Drugs, Alcohol and Tobacco,' 'Health and Prevention,' 'Basic First Aid,' and the 'Changing Adolescent Body.'

The Jigsaw Programme provides comprehensive coverage of these elements, as demonstrated in the mapping document, *Jigsaw 3-11 and Statutory Relationships and Health Education.*

It is essential to note that while the *Healthy Me* unit in Jigsaw addresses most of the statutory Health Education requirements, certain outcomes are integrated into other areas of the Jigsaw curriculum. For example, emotional and mental health are fostered in every lesson through *Calm Me* activities, social skills are developed through *Connect Us* activities, and respect is promoted through the implementation of the *Jigsaw Charter.*

The mapping document provides a clear and transparent overview of how the Jigsaw Programme's whole-school approach not only meets all statutory requirements but also extends beyond them.

Sex Education

The Department for Education (DfE) Guidance 2025 advises that primary schools should implement a sex education programme tailored to the age and developmental maturity of the pupils. However, it is important to note that sex education is not compulsory in primary schools. Schools are responsible for determining the content of sex education, ensuring it prepares both boys and girls for the changes of adolescence, and includes knowledge of human reproduction as outlined in the national curriculum for science.

According to DfE Guidance, parents have the right to request that their child be withdrawn from some or all aspects of sex education delivered as part of statutory Relationships and Sex Education.

At Hill Farm Primary School, puberty is taught as a statutory component of Health Education and is covered in our Jigsaw PSHE Programme within the 'Changing Me' unit. We define sex education as pertaining to human reproduction and, consequently, inform parents of their right to request that their child be withdrawn from specific RHE lessons that cover this topic.

In line with the DfE 2025 guidance, sex education lessons will now only be delivered to pupils in Year 5 and Year 6. These lessons remain non-statutory, and parents retain the right to withdraw their child should they wish to do so. The guidance specifies that pupils should be taught the correct names for body parts, including external genitalia. The terms mentioned include: **penis, vulva, vagina, testicles, scrotum, nipples.**

To communicate this right to parents, the school will distribute a curriculum letter and offer a parent workshop during the Spring term.

Evaluation and assessment

A skills progression grid is utilised to ensure that students acquire the requisite skills for their respective year groups and abilities. This tool supports teachers in delivering instruction and guarantees the progressive development of skills and knowledge across grade levels.

Students' performance in Relationships and Health Education (RHE) will be evaluated by the teacher against established end-of-year expectations. This assessment will include informal, ongoing evaluations such as the marking of work and discussions with the students. These assessments provide insight into each student's understanding and application of the material. Such information is instrumental in identifying students who may need additional support from the pastoral team.

Additionally, students are encouraged to reflect on their learning at the introduction and conclusion of each RHE session.

Monitoring

The subject leader is responsible for advising colleagues on the development and delivery of the curriculum as required. They oversee the procurement and deployment of central resources for Relationships and Health Education (RHE) and stay abreast of advancements in Relationship, Sex, and Health Education (RSHE), sharing relevant updates with staff.

In addition, the subject leader is tasked with monitoring and evaluating progress in RHE, coordinating with senior management to address any necessary actions. Their role encompasses ensuring comprehensive coverage, continuity, and progression in curriculum planning. They also assess the effectiveness of RHE instruction by reviewing students' achievements on Purple Mash class blogs, engaging in discussions with students, and collaborating with colleagues.

Oracy

As Hill Farm is recognised as a Voice 21 Centre of Excellence, our aim is to meaningfully integrate oracy skills into all Relationships and Health Education (RHE) lessons. Oracy is used purposefully to enhance learning, deepen understanding, and enable pupils to share real-world experiences. Within RHE, oracy supports the respectful sharing of ideas, personal experiences, dreams, and goals, helping children develop empathy and confidence. Pupils are encouraged to reflect on their learning, articulate their

thoughts clearly, and collaborate effectively with others. To support this, contributions to Purple Mash class blogs should include videos or audio recordings that capture and promote pupils' oracy skills.