Field View Primary School

Relationships, Sex and Health Education

April 2026

Making a difference



Updated: April 2026
Approved: September 2026
Review date: September 2027

St Martin's Multi Academy Trust

A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.







We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance







Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Policy Statement

This policy provides guidance on the delivery of Relationships, Sex and Health Education (RSHE) across all St Martin's MAT primary schools. It ensures compliance with the Department for Education's Statutory Guidance (2026), including updated expectations relating to online safety, safeguarding, and age-appropriate delivery.

RSHE is a compulsory element of the primary curriculum. It equips pupils with the knowledge, skills, and values to develop healthy, respectful relationships, maintain good physical and mental health, and stay safe both offline and online.

Aims

- Support pupils to build positive, safe and respectful relationships
- Develop emotional literacy, resilience and self-respect
- Teach pupils how to keep themselves and others safe, including online
- Provide accurate information about growing and changing bodies
- Promote respect and understanding of diverse families and communities
- Prepare pupils for the transition to secondary school

Curriculum Content

Content will be delivered in a way that is appropriate to pupils' age, development and context, in line with statutory guidance.

Relationships Education (statutory)

By the end of primary, pupils will be taught:

- Families and people who care for me – understanding different family structures, respect for diversity, and how to seek help if relationships cause harm.
- Caring friendships – qualities of healthy friendships, managing conflict, recognising unhealthy behaviours
- Respectful relationships – respect, boundaries, equality, challenging stereotypes and harmful attitudes (including sexism and misogyny)
- Online relationships – safe use of technology, age restrictions, permanence of online content, recognising misinformation, and risks including harmful content, coercion, and manipulation
- Being safe – personal boundaries, privacy, correct naming of body parts, understanding consent in an age-appropriate way, recognising unsafe situations, and knowing how to report concerns or seek help

Health Education (statutory)

By the end of primary, pupils will be taught:

- Mental wellbeing – recognising emotions, resilience, managing change and loss, and how to seek help
- Online wellbeing – managing screen time, understanding risks including gaming, gambling and online scams, and promoting respectful behaviour online
- Physical health and fitness – importance of regular exercise and active lifestyles
- Healthy eating – balanced diet and a healthy relationship with food
- Drugs, alcohol, tobacco and vaping – understanding risks and impact on health
- Health protection – sleep, hygiene, sun safety and vaccinations

- Basic first aid – emergency procedures and basic care
- Changing adolescent body – puberty, menstruation, and physical and emotional changes

Non-statutory Sex Education

At our school, the Trust supports the teaching of age-appropriate sex education in Year 6.

We understand sex education to mean learning about human reproduction. This includes how a baby is conceived, the stages of pregnancy, and how babies are born. Teaching also sensitively explores the emotional changes and responsibilities that come with having a baby, alongside the key physical facts. It is important to emphasise that this learning is focused on understanding human development and relationships and does not include teaching about different types of sexual activity.

We introduce this learning in a careful, age-appropriate way, using clear, factual language that is suitable for children at the end of primary school. Our aim is to ensure pupils feel informed, prepared, and able to understand changes in a safe and supportive environment.

We recognise that parents and carers play a vital role in their child's learning, and we respect that families may have different views. Parents do have the right to request that their child is withdrawn from this non-statutory aspect of the curriculum.

However, we believe that providing this information in school offers children a safe, accurate and trusted source of knowledge at an important stage in their development. As children become naturally more curious about how life begins, having clear and reliable understanding can help them feel confident and avoid confusion or misinformation they may encounter elsewhere.

We are always happy to discuss the content with parents and answer any questions, so that you feel fully informed and reassured about what your child will be learning.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

Teaching and Learning

RSHE is delivered through the PSHE curriculum using interactive and age-appropriate approaches such as discussion, role play, and scenario-based learning.

Teaching will:

- Be inclusive, accessible and appropriately differentiated, including for pupils with SEND
- Promote kindness, respect and responsibility
- Challenge stereotypes and support pupils to think critically
- Be factual, balanced and age-appropriate

Where topics are sensitive or contested, staff will present information in line with the law and safeguarding guidance, without promoting any particular viewpoint as fact.

In some cases, pupils may be taught in single-gender groups (e.g. puberty) where appropriate.

Safeguarding

RSHE is a key part of the school's preventative safeguarding curriculum.

It supports pupils to:

- Recognise unsafe or harmful situations, including abuse, coercion and exploitation
- Understand how to seek help and report concerns

Staff will:

- Not promise confidentiality
- Follow the Trust Safeguarding Policy if a disclosure is made
- Be aware of statutory duties regarding reporting concerns

External visitors will follow safeguarding procedures, and a member of school staff will always be present.

Parental Engagement and Rights

The Trust values the role of parents and carers in supporting RSHE.

The policy and curriculum overview will be published on each school's website, and parents may view teaching materials on request.

The Trust will consult with parents and carers when developing or significantly updating this policy. This will include:

- Sharing draft policies
- Providing opportunities for feedback (e.g. surveys, meetings)
- Considering responses before finalising the policy

Parents cannot withdraw their child from statutory Relationships or Health Education, or from statutory Science content.

Parents may request withdrawal from the non-statutory sex education element. A meeting will be offered with the Headteacher to discuss this.

Equality and Inclusion

- Teaching will comply with the Equality Act 2010 and reflect the diverse nature of society.
- All families will be represented positively, including single parent, same-sex, adoptive, foster and kinship families.
- All pupils will have access to appropriately adapted learning to ensure full inclusion.

Roles and Responsibilities

- PSHE Lead – oversees curriculum planning, delivery and staff training
- Teaching staff – deliver RSHE in line with this policy
- Designated Safeguarding Lead (DSL) – supports safeguarding and disclosures
- Governors/Directors – approve the policy, monitor implementation and ensure compliance

Monitoring and Review

- The PSHE Lead will monitor provision through planning scrutiny, pupil voice, and staff feedback.
- Governors will receive updates on RSHE provision, including curriculum coverage, parental feedback and safeguarding links.
- This policy will be reviewed annually to ensure it reflects current statutory guidance and best practice