



Milford School

Relationships and Health Education Policy

2026-2027

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Reviewed by: C and S

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Relationships and Health Education Policy

1. Introduction and Rationale

Milford School recognises the important role that Relationships and Health Education play in supporting children's personal, social and emotional development. As an infant school, we place a strong emphasis on helping children feel safe, valued and confident, while developing positive relationships and learning how to care for their health and wellbeing.

Relationships Education and Health Education are statutory for all primary-aged pupils. At Milford School, these subjects are delivered through a broad and balanced Personal, Social, Health and Economic (PSHE) curriculum that reflects the age, needs and developmental stage of our pupils. Teaching is carefully sequenced and rooted in emotional literacy, beginning with children's earliest experiences in school.

We are committed to working in partnership with parents and carers. We aim to ensure families feel informed, confident and reassured about what is taught, how it is taught, and why it is taught. This policy outlines our approach and provides clarity about statutory requirements.

Under the Education Act 2002, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory in all primary schools. At Milford School, we deliver these requirements through our comprehensive PSHE programme, using Jigsaw PSHE. This ensures a carefully sequenced, age-appropriate curriculum that meets statutory expectations while also developing wider personal and social skills.

2. Policy Aims

Through the delivery of high quality, evidence based and age appropriate Relationships and Health Education, Milford School aims to prepare pupils to:

- Understand healthy relationships and respect for others
- Develop emotional literacy, resilience and positive self esteem
- Understand the importance of health, hygiene and emotional wellbeing
- Know how and when to ask for help and where to access support
- Feel safe and confident in managing friendships and online interactions

PSHE is fundamental to pupils' development as confident, healthy and respectful members of society. From the earliest years, pupils learn to recognise, name and express feelings, developing emotional awareness that grows progressively throughout their time at the school.

3. Definitions

Relationships Education

Relationships Education teaches pupils about different types of relationships, including friendships, family relationships and relationships with trusted adults. Pupils learn about respect, kindness, honesty and the characteristics of healthy relationships in ways that are appropriate to their age and understanding.

This includes teaching about online relationships, helping pupils understand how to stay safe online and how personal information can be used by others.

Teaching reflects a range of family structures, including single-parent families, families headed by grandparents, adoptive families and families with LGBT+ parents. This ensures that all pupils feel represented and that no form of family is stigmatised.

4. Roles and Responsibilities

Governors

The governing body monitors and evaluates the effectiveness of this policy, holding the Headteacher to account for its implementation and reviewing its impact on pupils' educational outcomes.

Headteacher

The Headteacher, supported by the Senior Leadership Team, ensures that Relationships and Health Education is well led, effectively managed and appropriately resourced. They ensure staff are supported through training, curriculum planning avoids unnecessary duplication, teaching is age-appropriate and inclusive, and any external providers deliver content in line with school policy.

Staff

Staff delivering Relationships and Health Education ensure that they follow school policy, remain up to date with curriculum requirements and participate in relevant professional development. Staff listen carefully to pupils, encourage open communication and follow safeguarding procedures if concerns arise.

Parents

Parents are encouraged to support their children's personal, social and emotional development and to work in partnership with the school. Information about PSHE content is shared through half-termly **topic planners**, and parents may arrange to view teaching materials in school with a member of staff.

Pupils

Pupils are expected to engage positively in lessons, listen respectfully, consider others' feelings and follow agreed class ground rules, including respecting confidentiality. Pupils are encouraged to speak to a trusted adult if they have any concerns.

5. Implementation and Curriculum

Relationships and Health Education is delivered consistently across the school through Jigsaw PSHE lessons and is reinforced through other curriculum areas, including Science, Computing (e-safety), Physical Education and Religious Education.

Teaching is responsive to individual needs and recognises that pupils develop at different rates. As Milford School is an infant school, the focus is on relationships within families, friendships and online interactions. Not all statutory primary content is covered, but pupils receive age-appropriate learning that supports their wellbeing and development.

Health Education promotes physical and emotional wellbeing, self-control, healthy routines and resilience. A whole-school approach reinforces learning through assemblies and daily school life.

Use of Jigsaw PSHE

Jigsaw PSHE is structured as a spiral curriculum and is fully compliant with the new 2025 statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance which comes into effect for September 2026.

The six units taught each year are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each unit includes structured lesson plans and resources, with learning reinforced through whole-school assemblies.

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem.

6. Sex Education at Milford School

Sex education is **not compulsory** in primary schools and is **not taught at Milford School**.

As an infant school, we teach statutory science and health content including:

- Growth and change over time
- Life cycles in nature
- Correct names for body parts including correct terminology in KS1 such as penis, vulva, vagina, anus.
- Understanding that some parts of the body are private
- How to keep their bodies safe

We do not teach how human babies are conceived or born. This approach reflects the age of our pupils and is kept under regular review in consultation with parents.

7. Parents, Partnership and Right to Withdraw

Milford School values strong partnerships with parents and carers.

Parents **cannot withdraw** their child from:

- Relationships Education
- Health Education
- Statutory Science content

Parents may request withdrawal from non-statutory elements. Any such request must be discussed with the school so that concerns can be addressed and the impact on the child considered.

Parents are kept informed through:

- Curriculum overviews and newsletters
- Opportunities to view teaching materials
- Meetings with staff where needed

8. Inclusion and SEND

Relationships and Health Education is inclusive of all pupils, including those with special educational needs and disabilities.

Lessons are differentiated and adapted using:

- Visual supports
- Practical activities
- Small-group discussion
- Clear language and repetition

Staff work closely with families and specialists to ensure learning is accessible and meaningful.

9. Dealing with Difficult Questions

Staff receive training in managing sensitive questions. Ground rules are established to create a respectful and supportive environment, while making clear that pupils should always speak to a trusted adult if something causes them concern.

10. Safeguarding and Confidentiality

Relationships and Health Education plays an important role in safeguarding.

All staff:

- Listen carefully and supportively
- Do not promise confidentiality
- Report concerns to the Designated Safeguarding Lead
- Follow the school's safeguarding procedures

Any disclosures are handled sensitively and in line with statutory guidance.

11. Monitoring, Review and Evaluation

The effectiveness of Relationships and Health Education is monitored through:

- Pupil voice
- Staff feedback
- Parent feedback
- Informal classroom observations

This policy is reviewed annually and updated in line with changes to guidance and the needs of pupils.

12. Equal Opportunities

The school meets its duties under the Equality Act 2010. Relationships and Health Education promotes respect, inclusion and understanding of diversity. Any form of bullying or discrimination is addressed in line with school policies.

13. Complaints

Any concerns or complaints about Relationships and Health Education should be raised with the school in line with the Complaints Policy.

14. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote

Appendix 1 – Relationships Education *primary* stage curriculum

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
<p>Respectful, kind relationships</p>	<ul style="list-style-type: none"> • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

	<ul style="list-style-type: none"> • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<p>Online safety and awareness</p>	<ul style="list-style-type: none"> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

	<ul style="list-style-type: none"> • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • <i>How</i> to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 2 – Health and Well-being Education *Primary* stage curriculum and outcomes

<p>General Well-being</p>	<ul style="list-style-type: none"> • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.
<p>Well-being online</p>	<ul style="list-style-type: none"> • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

	<ul style="list-style-type: none"> • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

	<ul style="list-style-type: none"> • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	<ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. • In Key Stage 1 One, we recognise how we have changed since we were babies and identify different body parts.