

KS1 & 2 Relationships and Health Education Policy

Approved by Governing Body on	3.3.25
Internal review due:	September 2026
Full review and ratification due:	3.3.27
Signed on behalf of the Governing Body by the Headteacher	

1. Introduction

1.1 Purpose of the Policy

This policy covers our approach to Relationships Education; a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

1.2 Legislative Background

This framework is informed by:

- **DfE Statutory Guidance on Relationships Education, RSE, and Health Education (2019)**
- **The Education Act 2002** (requirements to provide a broad and balanced curriculum)
- **The Equality Act 2010** (ensuring teaching is inclusive and does not discriminate)
- **Keeping Children Safe in Education (KCSIE) 2023** (safeguarding and online safety requirements)
- **Ofsted's Education Inspection Framework (EIF) 2023**, which evaluates personal development and safeguarding.

1.3 Principles and Aims

At our school, we believe in providing every pupil with open, honest, accurate lessons all about relationships. Through the school's ethos and value, we aim to develop children's knowledge, skills, opinions, strategies and confidence – enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information and what their child is learning in school and to provide the best learning environment and opportunities for our pupils.

Our Relationships Education curriculum is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND). WE also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

The policy aims to:

- Provide high-quality, evidence-based Relationships and Health Education.
- Support pupils' emotional, social, and physical development.
- Promote resilience, dignity, respect, and valuing diversity.
- Develop skills for forming and maintaining positive, healthy relationships.

2. Relationships Education

2.1 Statutory Requirements

The school must teach Relationships Education to all primary-aged pupils, as outlined in the **DfE 2019 statutory guidance**.

2.2 Key Themes

Relationships Education covers the following themes:

- **Families and People Who Care for Me**
 - Understanding different family structures and recognising the importance of stable, loving relationships.
 - Respecting differences in family life (in line with the **Equality Act 2010**).
- **Caring Friendships**
 - The characteristics of positive friendships, including kindness, consideration, and honesty.
- **Respectful Relationships**
 - The importance of self-respect, courtesy, and treating others with respect, including online.
- **Online Relationships**
 - How to behave safely and respectfully online.
 - Recognising risks and seeking help when needed.
- **Being Safe**
 - Understanding personal boundaries and privacy.
 - How to recognise and report unsafe situations, including seeking help from trusted adults.

3. Health Education

3.1 Statutory Requirements

Health Education is mandatory for all primary schools and includes both mental and physical health education.

3.2 Key Themes

The PERSONAL DEVELOPMENT programme of study will cover the following topics:

Families and people who care for me

Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability
- The characteristics of healthy family life, 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 others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant 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

Caring friendships

Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard

- How to report concerns or abuse, and the vocabulary needed to do so
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

Mental wellbeing

Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

This will be delivered through standalone wellbeing sessions, see Mental Health and wellbeing policy in regards to how this will be delivered.

Internet safety and harms

Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits

- About the benefits of rationing time spent online, the risks of spending excessive time 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

Physical health and fitness

Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including regular exercise 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, vigorous exercise
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body

- About safe/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 good health and that a lack of sleep can influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as 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
- The facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

1.1. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices

- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information

4. Teaching and Delivery

4.1 Curriculum Design

- The **PSHE curriculum** is age-appropriate, evidence-based, and supports pupils' development.
- Teaching reflects the **school's ethos**, ensuring inclusivity and sensitivity.
- A **spiral curriculum** approach ensures knowledge is revisited and built upon.

4.2 Teaching Methods

- **Interactive strategies** such as discussions, role-playing, and scenario-based learning.
- **Use of high-quality resources** recommended by the PSHE Association and DfE-approved programmes.
- **External visitors** such as health professionals to complement learning.

5. Parental and Community Engagement

5.1 Parental Right to Withdraw

- There is **no parental right to withdraw** from Relationships or Health Education (*DfE 2019 guidance*).
- Parental consultation is conducted to ensure transparency and address any concerns.

5.2 Working with the Wider Community

- Collaboration with local health and safeguarding professionals.
- Engagement with diverse role models and community figures.

6. Safeguarding and Confidentiality

6.1 Safeguarding Considerations

- Teaching is aligned with **Keeping Children Safe in Education (KCSIE 2023)**.
- Staff are trained to identify **disclosure risks** and safeguarding concerns.

6.2 Confidentiality and Pupil Support

- Promoting a safe environment for pupils to discuss sensitive issues.
- Staff follow clear safeguarding procedures if disclosures are made.

7. Role of School Staff

7.1 Staff Responsibilities

- **Senior leaders** oversee policy implementation and curriculum delivery.
- **Teachers** deliver lessons in a professional, evidence-based, non-judgmental manner.
- **Designated Safeguarding Lead (DSL)** supports safeguarding concerns arising from RHE.

7.2 Staff Training

- Regular CPD (Continuing Professional Development) on RHE content and safeguarding.
- Access to **DfE-approved training materials** and PSHE Association guidance.

8. Monitoring and Evaluation

8.1 Assessing Learning

- Use of formative and summative assessments to track progress.
- Pupil voice mechanisms to gather feedback.

8.2 Reviewing the Policy

- Annual reviews involving leadership, staff, parents, and governors.
- Updates based on **DfE guidance, Ofsted expectations, and best practice research.**

9. Links to Other School Policies

- **Safeguarding and Child Protection Policy**
- **Online Safety Policy**
- **Relationships (Behaviour) Policy**
- **Equality Policy**
- **Hate Incident and Anti-Bullying Policy**