

Regents Park Community Primary School

Relationships and Health Education (RHE) Policy

Approved by:	Chair of Governors	Date: 13.03.26
Last reviewed on:	March 2026	
Next review due by:	April 2028	

Rational

Relationships and Health Education (RHE) in Regents Park Community School is the teaching and learning of age-appropriate information to support children on their journey through childhood to adolescence. Through our RHE curriculum, we inform children of issues related to morality and individual responsibility. Our aim is develop children's self-esteem and develop their attitudes in order to manage relationships and respect themselves and others.

We work closely with parents, carers and governors to create an ethos that will ensure all pupils receive a planned programme of education to provide them with life skills they need to make informed decisions and protect themselves.

As a Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm.

Article 2: Every child has the right to be treated equally and with respect.

Aims

The aims of relationships and sex education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils to cope with the physical and emotional challenges of growing up
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide knowledge about the nature of caring relationships based on mutual respect and responsibility
- Stress the importance of family life, marriage and the responsibilities of parenthood within a framework that considers all of the teachings of the major faiths
- Create a positive culture around issues of sexuality and relationships.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Regents Park Community Primary School, we teach RHE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff and governor consultation – all school staff and members of the Governing Board were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHE involves a combination of sharing information, and exploring issues and values.

RHE is not about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional and/or their class teacher.

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 relationships
- Online relationships
- Being safe

For more information about our RHE curriculum, see Appendices 1 and 2.

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 children or young carers).

The RHE programme is delivered through PSHE lessons and Science lessons. In years 5 and 6, pupils will be taught in single gender groups for some lessons to allow for more specific advice on, for example, the practicalities of menstruation. Parents of this year group are informed and can discuss the session beforehand. Questions raised by pupils may be answered in class sessions, or one-to-one if the query is deemed to be of a more individual nature.

Roles and responsibilities

7.1 The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school in line with the school policy and for managing requests by parents to discuss the RHE content taught within school.

7.3 Staff

Teaching staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to know more about the components of RHE taught within their class

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RHE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or from statutory elements of sex education taught as part of the Science curriculum at Regents Park.

Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

Monitoring arrangements

The delivery of RHE is monitored by Rachel McDonald (PSHE lead) in association with the School Leadership Team.

RHE is monitored through PSHE planning. A yearly overview of RSE is incorporated in the PSHE planning which is held by the PSHE leader and is provided to teachers. Skills, attitudes, behaviour and the knowledge of pupils will be observed and monitored by the PSHE leader and the Senior Leadership Team through book scrutiny, pupil voice and learning walks. Elements of sex education in the science curriculum will be assessed formally.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years in the first instance by the PSHE Lead.

At every review, the policy will be approved by the Governing Board

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	Autumn 1	<u>Caring friendships:</u> To understand healthy friendships. To express needs and feelings in an appropriate way.
	Autumn 2	<u>Online relationships:</u> To be aware of rules when using the internet.
	Summer 1	<u>Respectful relationships:</u> Understanding their own needs and being sensitive to the needs of others.
Year 1	Autumn 2	<u>Respectful relationships:</u> Understanding the importance of respecting others even with their differences. <u>Online relationships:</u> Understanding the dangers of giving out personal information over the internet.
	Spring 1	<u>Health education</u> To name the main parts of the body (external).
	Summer 2	<u>Caring relationships:</u> Understanding the importance of friendships.
Year 2	Autumn 2	<u>Respectful relationships:</u> Understanding the importance of respect when building a relationship with those who are different to themselves. <u>Being safe:</u> To know the basic rules for keeping safe and what it feels like to be unsafe. To recognise safe and unsafe touches. <u>Online relationships:</u> To understand what personal information is and why it should not be shared on a computer.
	Spring 1	<u>Families and people who care for me:</u> To understand how families care for each other. To understand how actions and feeling can impact others.
	Spring 2	<u>Being safe:</u> To understand the feelings of being unsafe and how to seek help.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn 2	<u>Respectful relationships:</u> To understand how the choice of behaviour can affected other. To learn about stereotypes and how they can be unfair. <u>Online relationships:</u> To understand websites and the information which is shared. To know when it is safe and unsafe and give out personal information.
	Spring 1	<u>Caring friendships:</u> To know how to maintain healthy friendships <u>Respectful relationships:</u> To understand courtesy and manners.
	Spring 2	<u>Being safe:</u> To know how to ask for advice or help to keep themselves safe.
	Summer 1	<u>Caring friendships:</u> To be able to judge different friendships (understanding the concept of trust).
Year 4	Autumn 2	<u>Being safe:</u> Identifying unsafe situations. <u>Respectful relationships:</u> To understand how the choice of behaviour can affected other. To know how to respond to different behaviours. <u>Online relationships:</u> To recognise risky situations online. To evaluate online friendships.
	Spring 1	<u>Caring friendships:</u> To know how to maintain positive relationships.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 2	<u>Health education:</u> To explore the human life cycle (how boy's and girl's bodies change they grow older). To recognise how they have changed since they were a baby. To understand the changes they will experience during puberty. <u>Being safe:</u> To know how to keep themselves and other safe. To know the signs for feeling unsafe.
	Summer 1	<u>Respectful relationships:</u> To know how self-respect links to happiness. To know way to cope with feelings of disappointment.
Year 5	Autumn 2	<u>Respectful relationships:</u> To understand how the choice of behaviour can affected other. To describe how to respect someone different to themselves. To recognise different behaviours and its consequences. <u>Online relationships:</u> To understand the rules that apply to online and face-to-face relationships.
	Spring 1	<u>Caring friendships:</u> To recognise important characteristics of a friend. To explore different ways of maintaining friendships.
	Spring 2	<u>Health education:</u> To know basic facts about the differences between males and females. To understand the changes that occur during puberty. To explore the impact of puberty on the body. To understand the importance of personal hygiene. <u>Being safe:</u> To know how to keep themselves and other safe. To explore ways of explaining how they are feeling to others.
	Summer 1	<u>Respectful relationships:</u> To explore ways to improve relationships, including how to overcome mistakes.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn 2	<u>Respectful relationships:</u> To explore the link between respect and diversity. To recognise different behaviours and its impact. <u>Online relationships:</u> To understand how personal information can be shared. To understand the rules that apply to online and face-to-face relationships.
	Spring 1	<u>Respectful relationships:</u> To know the impact of aggressive and negative behaviour on others. <u>Caring friendships:</u> To know how to maintain healthy friendships.
	Spring 2	<u>Health education:</u> To know basic facts about the differences between males and females. To understand the changes that occur during puberty. To explore the impact of puberty on the body. To understand the importance of personal hygiene. <u>Being safe:</u> To know how to keep themselves and other safe. To explore ways of explaining how they are feeling to others.
	Summer 1	<u>Being safe:</u> To identify situations that need reporting and whom to ask for help. <u>Caring friendships:</u> To understand the term 'peer-pressure.' <u>Respectful relationships:</u> To explore the importance of self-respect and identifying positive things about themselves and others.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give 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, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents 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
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including 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 or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different 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 or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise 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	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it 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 physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources