



WOODTHORPE INFANT SCHOOL
Relationships and Health Education Policy

September 2025

Signed: E Bowler (Head Teacher)

Signed: L Kay (Chair of C & P Committee)

1. Aims

The aims of Relationships and Health Education 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
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their feelings

Relationship and Health Education (RHE) is incorporated within the school's Respect curriculum and links to the school's vision: 'be kind, be brave, be happy' which promotes positive attitudes towards ourselves and others. Underpinning that are our learning powers: Respect, Resilience, Reciprocity, Resourcefulness, Reflectiveness.

Our Respect curriculum is evident throughout our school and in all subjects. As well as RHE, it encompasses the Personal, Social, Health and Economic (PSHE) curriculum, as well as including explicit teaching of the protected characteristics and school-specific content that best supports our pupils and their context. The Respect curriculum supports our school community to respect, value and celebrate difference through the promotion, teaching and exposure of respect – the essence of equality, diversity and inclusion.

2. Statutory requirements

As a maintained infant school, we must provide RHE to all pupils as per section 34 of the Children and Social Work Act 2017.

We are not required to provide further sex education in the primary sector beyond the elements contained in the science curriculum, which is not applicable to us as an infant school.

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.

3. 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 pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback and share their views about the policy

4. Pupils – using our knowledge of our children, circle times and PSHE sessions during the academic year, we have taken what the children want and what will be most beneficial for them in our RHE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RHE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is structured as per our curriculum intent (found on the school website) and follows the knowledge and skills document we have produced for it.

We have developed the curriculum in consultation with parents/carers, 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 and will work closely with parents/carers where needed, so children are fully informed and do not seek answers online.

6. Delivery of Relationships and Health Education

RHE is taught as part of our Respect curriculum through weekly timetabled sessions as well as assemblies.

RHE focuses on teaching personal health and well-being, in addition to the fundamental building blocks and characteristics of positive relationships, including the following:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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, LGBTQ+ 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, such as looked after children or young carers.

7. Roles and responsibilities

7.1 The governing body

The governing body will have oversight of the RHE policy and hold the Head Teacher to account for its implementation.

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

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 Head Teacher.

7.4 Pupils

Pupils are expected to engage fully in RHE and treat others with respect and sensitivity.

8. Parents'/Carers' right to withdraw

Parents/Carers do not have the right to withdraw their children from RHE.

9. 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 Head Teacher will also invite visitors from outside the school to provide support and training to staff teaching RHE where appropriate.

10. Monitoring arrangements

The delivery of RHE is monitored by the subject coordinator for RHE through Monitoring Summary Reports (MSRs), which may include moderating planning, learning walks, pupil interviews, and pupil and parental questionnaires. Pupils' development in RHE is monitored by class teachers as part of our ongoing internal assessment systems.

This policy will be reviewed by the Head Teacher and governing body annually.