



LIONHEART
EDUCATIONAL
TRUST

RELATIONSHIPS AND HEALTH EDUCATION (RHE)
POLICY - PRIMARIES

**This policy applies to all primary schools within
the Lionheart Educational Trust**

Approved by the Trust

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Our school policy on Relationships and Health Education (RHE) is based on the requirements of the Education Act 2002 and the DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated 2021). RHE is compulsory within primary schools from September 2020.

RHE focuses on teaching the fundamental building blocks and characteristics of positive and healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

1. Aims and Objectives for Relationships and Health Education

The aim of RHE is to provide children with age appropriate information, opportunities to explore attitudes and values, and to develop skills in order to empower them to make positive decisions. This takes place with consideration of the qualities of relationships within families.

RHE makes a significant contribution to our duty to safeguard and protect all children. The aims and objectives of RHE are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so that they can lead respectful, healthy and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To develop the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To build positive relationships with others, involving trust and respect, both in person and online
- To play a key part in improving health outcomes for children and young people
- To know where and how to seek help needed

2. Curriculum

A summary of the content of RHE for primary schools within the National Curriculum is included in Appendix A. Please note that we may need to adapt it as and when necessary depending on statutory requirements. An overview summarising when the content is delivered is provided in Appendix B.

The RHE curriculum draws on skills and content from across our curriculum, for example, science, English, and through our focus on developing key qualities and dispositions such as the 6Rs (particularly Respect, Reciprocity and Responsibility), empathy and open mindedness. These latter dispositions are woven throughout all aspects of our curriculum.



The content of the RHE curriculum is delivered under the broader curriculum of PSHE

3. Resources

The national PSHE Association produces excellent guidance and a wide range of resources for the delivery of the RHE curriculum. This will be the main source of resources used by staff, chosen using their professional judgement and guided by the teacher with responsibility for leading RHE. Please see the link below to the national PSHE Association.

<https://pshe-association.org.uk/>

4. Legal requirements

From September 2020, the RHE Curriculum is mandatory in schools as part of the National Curriculum.

Every child is entitled to receive RHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. All children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.

In line with the Equality Act 2010, all of our teaching will also recognise that there are many ways in which to be an individual or a family, and we will support children to be respectful and accepting of these differences.

5. Delivery of RHE

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).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive and healthy relationships including:

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

For more information about our RHE curriculum, see Appendices A and B.

These areas of learning are taught within the context of family life, taking care to make sure 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 and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, children in care or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.



Relationship and Health Education is usually delivered in mixed gender groups however, there may be rare occasions where single gender groups are more appropriate and relevant, for example when discussing puberty (see Appendix B PSHE overview).

6. Parents' right to withdraw

Parents and Carers are not able to withdraw their child from any aspect of Relationships Education or Health Education. Parents and Carers do have the right to withdraw their child from the non-statutory / non-science components of sex education within RHE up to and until 3 terms before the child turns 16. This is based on the RHE statutory guidance from the DfE.

Any parent considering withdrawing their child, is encouraged to talk to the Head of PSHE about the content to be covered before doing so. A record will be kept of such conversations.

Requests to withdraw a child from the non-statutory / non-science components of sex education within RHE and RSE must be submitted to the Headteacher in writing. A copy of any requests to withdraw a pupil will be kept in the pupil's record.

7. Roles and Responsibilities

The Headteacher

The Headteacher is responsible for ensuring that RHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory] components of RSE (see section 6).

Staff

Staff are responsible for:

- Delivering RHE in a sensitive and considered 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 Headteacher and receive any relevant training to support the teaching of RHE.

Relationship and Health Education is taught by classroom teachers, HTLAs, teaching assistants and, if appropriate, outside professionals such as a visiting school nurse. Within the school, there is a designated subject leader for RHE.

Pupils

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

8. Child Protection / Confidentiality

The RHE policy supports our school's approach to safeguarding and is informed by other policies such as the Safeguarding Policy and Staff Code of Conduct Policy. Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue and know that, if such an incident



occurs, they have a duty to safeguard and promote the welfare of all children (KCSIE 2023) and follow the school's safeguarding protocol.

9. Equality, Inclusion and Support

The Trust are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. The Trust do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief or sexual orientation). At times, when there is an identified need, the school may take positive action through the planning and delivery of RHE to deal with disadvantages facing those with a particular characteristic.

The RHE curriculum will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance and wants every pupil and family to feel included, celebrated, respected and valued.

Teachers will plan for reasonable adjustments and use a variety of teaching strategies to meet the needs of individuals, including those with special educational needs and disabilities in order for them to have full access to the curriculum.

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

10. Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, governors and teacher with responsibility for RHE.

The school will monitor the effectiveness of the learning and teaching in RHE through methods such as lesson observations, work sampling and pupil voice, and will implement changes if required.

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



Appendix A - Relationships and Health Education expectations: Primary

Here's what pupils should know by the end of primary school

Families and people who care for 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed

Respectful and healthy relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show 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

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've 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's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources?)



Appendix B - PSHE Overview

Our curriculum conforms to best practice, in line with the DfE and The PSHE Association.

In developing our curriculum, we also refer to data published by our local authority and police force on health and trends.

Our curriculum is structured using a question-based model, planned and sequenced carefully to overlap, re-visit and develop understanding at an age appropriate level.

We teach three areas within our RHE offer: Relationships, Health and Wellbeing and Living in the Wider World.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In EYFS all knowledge and skills taught throughout the year as part of PSED	Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	
Year 1	What is the same and different about us?	What is special to us?	What helps us to stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us to grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	How will we grow and change? (Puberty)	What decisions can people make with money?	What makes up a person's identity?	How can we communicate with friends safely?	How can drugs common in everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	