Relationship and Health Education Policy

Haslingden Primary School

Aims

The aims of Relationship and Health Education at our school are to:

- **Promote Wellbeing and Resilience**
  Equip pupils with the knowledge and skills to make informed decisions about their health, wellbeing, and relationships.
- **Build Healthy, Respectful Relationships**
  Lay the foundation for understanding family, friendships, and respectful interactions—both offline and online.
- **Support Safeguarding and Safety**
  Teach children how to stay safe, including recognising unsafe situations and knowing how to seek help.
- **Develop Emotional Literacy and Mental Health Awareness**
  Help pupils understand and manage their emotions, reduce stigma around mental health, and promote positive mental wellbeing.
- **Encourage Self-Efficacy and Decision-Making**
  Foster confidence and the ability to make sound choices in challenging or risky situations. To know who to ask and how to ask for help and support.
- **Complement Parental and Community Roles**
  Reinforce learning from home and support parents as the primary educators in matters of relationships and values.
- **Ensure Inclusivity and Respect for Diversity**
  Teach in a way that is sensitive to the backgrounds, beliefs, and needs of all pupils, including those with SEND.
- **Prepare for Later Life and Learning**
  Provide a foundation for secondary RSE and lifelong personal development, helping pupils become responsible, happy, and productive members of society.
- **Support Whole-School Ethos and Personal Development**
  Align with broader school goals around behaviour, safeguarding, and spiritual, moral, social, and cultural (SMSC) development.
- **Prepare pupils for puberty and the importance of health and hygiens.**

  Teach pupils the correct vocabulary to describe themselves and their bodies.

Haslingden Primary School considers that Relationships Education is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

These aims complement those of the Science curriculum in both KS1 and KS2

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum, including respect for their own bodies and understanding how to keep clean and healthy.

In teaching RHE, we must have regard to statutory guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (Equality Act 2010)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

From September 2026, our Relationships Education curriculum reflects the updated statutory guidance (DfE, 2025). Key changes include:

- **Stronger emphasis on safeguarding and personal safety**, including explicit teaching of how to recognise and reduce risks in real-life situations such as roads, railways, water and public spaces
- **Increased focus on online safety and wellbeing**, including understanding how data is used, recognising harmful content, online risks (including scams and exploitation), and how to report concerns
- **Greater emphasis on mental health and wellbeing**, including recognising emotions, understanding loneliness, grief and loss, and developing strategies to support mental wellbeing
- **Clearer expectations around teaching about the body**, including the use of correct anatomical vocabulary to support safeguarding and reduce stigma
- **Further focus on communication skills**, including how to express needs, set boundaries and seek help
- **Greater emphasis on respectful relationships and inclusivity**, ensuring pupils understand diversity in families and relationships
- **Recognition of new and emerging risks**, particularly linked to technology and online influences
- **Reinforced expectation that RHE supports pupils to recognise when something is wrong and know how to seek help**, as part of a whole-school safeguarding approach

At Haslingden Primary School, we teach RHE as set out in this policy, ensuring that the curriculum is age-appropriate, inclusive and responsive to the needs of all pupils.

Non-Statutory requirements

PSHE and CITIZENSHIP

Curriculum

Our Relationship Education curriculum is embedded within our PSHE curriculum. We have developed the curriculum 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 age appropriate manner, so they are fully informed. Staff will also seek advice and guidance from the subject leader, headteacher or Local Authority Adviser where appropriate.

Primary Relationship education will focus on:

- naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene (upper ks2)
- Answering each other's questions about relationships with confidence and knowing where to find support

Delivery of Relationship Education

We carry out the main Relationship Education curriculum in Personal, Social, Health and Emotional lessons, however we also teach Relationship Education through other subject areas e.g. Science, PE and Relationship Education where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with Relationship Education children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise. Since Relationship Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

In EYFS and Key Stage 1 children learn:

- To identify, name, draw and label the basic parts of the human body, including the use of **correct anatomical vocabulary**, and to understand which part of the body is associated with each sense.

- To recognise that animals, including humans, have offspring which grow into adults
- To describe the basic needs of animals, including humans, for survival (water, food and air)
- To understand the importance of exercise, a balanced diet and personal hygiene in maintaining good physical health
- To begin to understand **how to stay safe in familiar environments**, including at home, school and in local areas
- To develop early understanding of **kindness, respect and positive relationships**, including that hurting others is not acceptable.

Key Stage 2 children learn:

- To understand that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food
- To identify that humans and some other animals have skeletons and muscles for movement and protection
- To describe the functions of the digestive and circulatory systems in humans
- To understand reproduction in some plants and animals and how humans develop to old age
- To recognise the impact of diet, exercise, drugs and lifestyle on the body
- To describe how nutrients and water are transported in living things
- To understand **how to manage risk and stay safe in a range of real-life contexts**, including:
    - road, rail and water safety
    - fire safety and travel safety in public spaces
- To develop understanding of **online safety**, including how information is shared and how risks such as scams, gaming and digital content can affect wellbeing

By the end of primary school, pupils will know:

Relationships

- That families provide love, security and stability and that families may look different but should be respected
- The characteristics of healthy family life, including commitment, care and shared experiences
- That stable relationships are central to wellbeing and development
- How to recognise when relationships may be unsafe or unhealthy and how to seek support

Caring friendships

- The importance of friendships in promoting happiness and emotional security

- The characteristics of positive friendships, including trust, honesty, respect and support
- That friendships can have challenges and can often be resolved positively
- How to manage conflict and seek help when needed

Respectful relationships

- The importance of respecting others, including those who may have different beliefs, backgrounds or experiences
- How to build and maintain respectful relationships in different contexts
- The importance of self-respect and its impact on wellbeing
- The different forms of bullying (including cyberbullying), their impact and how to respond
- The role of bystanders in challenging bullying and supporting others
- What stereotypes are and how they can be harmful
- That **violence is never an acceptable response** and relationships should be based on kindness and respect
- The importance of permission-seeking and giving (consent) in all relationships

Online relationships

- That behaviour online can differ from behaviour face-to-face
- That respectful behaviour applies in both online and offline contexts
- How to keep safe online, including recognising harmful content and contact
- How to report concerns and seek help
- How to critically evaluate online information and relationships
- The risks associated with interacting with unknown individuals
- How information and data is shared and used online, including:
    - personal data and privacy
    - location settings
    - financial and online risks such as scams and monetisation

Being safe (updated for 2026)

- How to establish and respect personal boundaries in all relationships
- The concept of privacy and why it is important
- That unsafe secrets should not be kept
- That each person's body belongs to them
- The difference between safe and unsafe contact
- How to respond safely to unfamiliar adults in both real-life and online contexts
- How to ask for help and persist until they are heard
- Where to access support, including trusted adults and services

- How to **recognise, assess and reduce risks in everyday situations**, including road, rail, water and public environments
- How to identify and respond to **online and financial exploitation risks** as part of safeguarding

Mental wellbeing (updated 2026 focus)

- That mental wellbeing is as important as physical health
- That a wide range of emotions is normal
- How emotions vary depending on experiences and situations
- How to recognise and talk about emotions using appropriate vocabulary
- How to manage feelings and behaviour appropriately
- The benefits of physical activity, outdoor learning and community participation
- That experiences such as **change, loss and bereavement** can affect wellbeing and that support is available
- That everyone experiences emotions differently and may need different types of support

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, LGBT 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, looked-after children 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.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported
- Enables children to engage with the key messages

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RHE guidance
- Would support pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Roles and responsibilities

The Governing Body

The governing body will review this policy.

Personal, Social, Health and Emotional /Relationship Leader

Is responsible for ensuring that Relationship Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationship Education along with the Headteacher.

Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

Staff have developing skills in in the art of good listening, dialogue, empathy and understanding. Staff have also been trained in teaching in a trauma informed approach and in restorative practice and behaviour management. Staff will seek advice and guidance from the subject leader, headteacher or Local Authority Adviser where appropriate if and when needed.

Staff are responsible for:

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

Pupils

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

Parents

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

Parents are provided with the following information:

- The content of the relationship's curriculum
- Example plans available on the website and all plans and resources available on request (including those plans delivered by any visitors)

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings/Training sessions
- Newsletters and letters

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Links with other policies

This policy links to the following policies and procedures:

- PSHE and Citizenship Policy
- Science Policy
- Equality Policy
- Safeguarding Policy
- Child on child abuse Policy
- Online Safety Policy
- Behaviour Policy
- Anti – Bullying Policy
- Health and Safety Policy