



## **Relationship and Health Education (RHE) Policy**

September 2025

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## **Introduction**

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace British Values and ensure all children are ready for their next steps. At Buxlow School the PSHE curriculum is strongly tied to the Relationship and Health Education (RHE) as well as our pastoral care.

## **Definition of Relationship and Health Education**

The School will provide Relationships and Health Education (RHE) in the basic curriculum for all pupils as part of the PSHE Curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils as part of Science and is taught as part of our Topic work.

The focus in primary schools is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children may already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other

structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, the school teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns (including anonymously), ask questions and seek advice when they suspect or know that something is wrong or about subject matter related to RHE. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

This policy should be read in conjunction with our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies.

The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). This policy also reflects guidance given under the Children and Social Work Act 2017.

RSE is not about the promotion of sexual activity.

### **Statutory guidance**

From the Summer Term 2021, it was a legal requirement to provide relationship and health education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. Relationships and sex education is now statutory in all secondary schools in England. Relationships education is statutory in all primary schools. In line with statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education it is recommended that age-appropriate sex education is also taught in all primary schools.

In accordance with the Children and Social Work Act 2017, relationships and sex education should have regard to the age and religious background of the pupils and must include: i safety in forming and maintaining relationships, ii the characteristics of healthy relationships, and iii how relationships may affect physical and mental health and well-being.

Documents that inform the school's RHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2025)

Children and Social Work Act (2017)

At Buxlow we teach RHE as set out in this policy.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. At Buxlow School we have decided not to teach sex education over and above that included as part of the Science curriculum, on account of pupil's cognitive understanding. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

“It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RHE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

## **Right to withdraw**

Parents/carers do not have the right to withdraw pupils from relationships education.

## **Parent Consultation**

Parents to be sent a copy of the revised RHE Policy following amendments and will be given the opportunity to ask questions if requiring further information.

## **At Buxlow School we aim to:**

- Provide a framework in which sensitive discussion can take place.
- Develop positive values and a moral framework that will guide the pupils' decisions, judgements and behaviour, ensure that pupils have the confidence and self esteem to value themselves and others, to respect individual conscience and to develop the skills required to judge what kind of relationship is appropriate.
- Help pupils to understand the consequences of their actions and behave responsibly within relationships.
- Develop the pupils' knowledge to avoid being exploited or exploiting others or being pressured into sexual interactions.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of relationships and sexuality; challenge sexism and prejudice, foster LGBT and gender equality and consider issues surrounding gender identity.
- Teach pupils the correct vocabulary to describe themselves and their bodies and to develop the appropriate terminology for relationship and sex issues.

## **Aims of this Policy**

- To meet the requirements of the DfES guidance on RSHE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives.
- To understand the changes that occur to the human body during puberty.
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy.

## **RHE in the Curriculum**

At Buxlow we believe that RHE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

RHE lessons are set within the wider context of the PSHE curriculum and address the emotional aspects of development and relationships and the physical aspects of change through the Science and Topic work.

In each Class Group the children discuss key safeguarding issues linked to personal space and privacy. The school utilises the NSPCC resources to promote children's awareness of these issues in an age-appropriate manner. The teachers sensitively ensure children are aware of and understand the boundaries that should exist linked to the private areas of their body. Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content relationship

**RHE has three main elements:**

### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning the importance of values, individual conscience and moral choices.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on the understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Understanding the importance of appropriate, respectful and consensual relationships and different types of relationships
- Learning and understanding physical development at appropriate stages.
- Understanding human emotions, relationships, reproduction and sexuality.
- Learning about and understanding the importance of staying safe online and of developing healthy, consensual online relationships.

### **Curriculum Content:**

#### **Early Years Foundation Stage: Personal, Social, Emotional Development - Development Matters Statements**

- Developing confidence and independence
- Managing personal hygiene
- The factors that support overall health & wellbeing
- How to identify and express feelings and have an awareness of others feelings
- The need to follow rules and routines as part of keeping safe
- Building constructive and respectful relationships
- Developing a sense of self, responsibility and membership of a community

## Year1 -Year6

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

The curriculum is a graduated, age and ability appropriate programme which will be delivered by the school staff with support and advice from health professionals. Parents will be informed of when lessons on puberty and human reproduction will take place and the resources and teaching materials to be used will be shared with parents.

### No Outsiders

The No Outsiders curriculum is used in conjunction as part of the PSHE Curriculum and uses classroom lessons, assemblies and story books to teach pupils about all aspects of difference and diversity – principles which are in line with Fundamental British Values and promoted in the Equality Act (2010).

No Outsiders celebrates difference and diversity and will provide our pupils with a strong sense of belonging in a welcoming school community. Bullying is far less likely to exist in an environment which fosters inclusion, respect, celebrates diversity and where children work and play with others from a range of diverse backgrounds.

### Effective promotion of Fundamental British values

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the school's ethos and in many ways throughout the school, for example, in the RHE and PSHE programme, participation in events and activities, the No Outsiders curriculum and within subject areas.

### Equal opportunities

The provision of RHE complies with relevant requirements of The Equality Act 2010. All pupils aged three and above are entitled to RHE regardless of ability, gender, race, or religious belief.

It is our intention for pupils to have the opportunity to experience a programme of RHE at a level which is appropriate for their age, cognitive ability and physical development, with differentiated provision if required. We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

Both boys and girls receive the same input and understand the changes that occur in their own gender as well as that of the opposite sex.

### **Safeguarding**

Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidentiality as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy.

### **Teaching**

We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with pupils and parents. Prior to any lessons on puberty or reproduction taking place, for example, parents are written to with an outline of the content of the lessons.

## **Roles and responsibilities**

### **The Governors**

Governors will approve the RHE policy annually. The Governors delegate the responsibility for implementation of this policy to the Headteacher.

### **The Head of Centre**

The Head of Centre is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

### **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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory/non-science components of RHE.

### **Pupils**

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity as part of everyday life and routines.

## **Assessment, Reporting and Recording**

### **Monitoring arrangements**

Teachers assess progress and understanding through pupil comments and observations made of pupil's learning and behaviours. Observations of pupils' understanding and progress may be recorded by teachers to form part of the pupils learning records on Tapestry.

The delivery of RHE is monitored by the Head through:

- Work scrutiny
- Lesson observations
- Regular PPR meetings
- Meeting with individual teachers
- Monitoring of observations of Tapestry

### **Child Protection**

All teaching staff are trained in child protection issues. Any concerns raised through RHE are dealt with according to child protection procedures.

### **Working with Parents**

The school aims to work in partnership with parents when planning and delivering relationship and sex education. This is achieved through:

- Sharing policies and documentation relating to teaching material
- Involving parents in viewing resources and discussing the RHE curriculum
- Supporting parents in helping children cope with the emotional and physical aspects of growing up
- Making alternative arrangements for pupils who are withdrawn from RHE lessons

This policy will be reviewed by Governance every 2 years.

**Next policy review date: Spring 2027**