

Harwood Meadows Primary School



RELATIONSHIPS AND HEALTH EDUCATION POLICY

Version and Date		Action/Notes
1.0	March 2021	Reviewed by DS/KM
1.1	17/01/2023	Reviewed by DS/KM
1.2	October 2024	Reviewed by JB/KM
1.3	October 2025	Reviewed by JB/KM

Relationship Education has been compulsory from 2021. This policy has been created in conjunction with the guidance from the Department for Education and will be updated every year by the subject leader. The policy will be approved by the Head teacher and governors of Harwood Meadows.

Definition of Relationship Education

The guidance document issued by the DfE states that:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The focus in primary school should be 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.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should 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/carers amongst other structures.) Care needs to 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; e.g. 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, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should 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 and seek advice when they suspect or know that something is wrong. 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.

Curriculum Content and How Relationships Education will be Taught

The core of our relationships education is delivered using a scheme called 'Jigsaw'. RHE is embedded in our teaching throughout the day at Harwood Meadows as well as lessons being dedicated to teaching focussed topics within RHE. There are many opportunities for cross-curricular links within RHE e.g. Computing and PE, which will provide opportunities for teachers to teach RHE within other subjects.

The subject content shown below is what pupils should know by the time they leave primary school. Certain subjects is taught within particular year groups e.g. 'Changing adolescent body' is taught in Upper Key Stage 2.

Relationships and Health Education will be taught through our PSHE curriculum by class teachers, using high-quality, age-appropriate resources.

Teaching will:

- Be inclusive and accessible for all pupils.
- Reflect the age, maturity, and background of pupils.
- Encourage discussion, respect and empathy.
- Be sensitive to the needs of pupils with SEND.

Relationships Education	
Families and people who care for me	<p>Pupils should know that</p> <ul style="list-style-type: none"> • 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.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
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Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.
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Physical Health and Mental Wellbeing	
Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content).

	<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Emerging and Updated Content (for 2025–2026 and beyond)

In preparation for the 2025 revised statutory guidance, the curriculum will also include:

- Digital relationships and online harms
- Managing misinformation and online influence
- Awareness of misogyny, online influencers and harmful gender stereotypes
- The Water Safety Code (new DfE requirement, July 2025)
- Respect, consent and personal boundaries
- Promoting positive self-esteem and body image

Subject Monitoring

The subject leader will monitor the teaching within RHE across school using the following methods:

Learning Walks – To monitor how RHE is being promoted around our school.

Planning examples – To monitor how RHE is being taught.

Pupil Interviews – To gain pupils opinions on the teaching and learning of RHE.

Monitoring will be carried out throughout the school year and evidence of monitoring can be found in the RHE Subject Leader file.

Parents Rights

Parents have the right to request information about what is being taught in school. Parents do not have the right to withdraw children from Relationships education in primary school, however, parents at Harwood Meadows are encouraged to contact us if they unhappy with any part of the curriculum and we will be happy to discuss any concerns to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School will to ensure a record is kept of such discussions.

Inclusion, Equality and Safeguarding

RSHE will be taught in a way that ensures all pupils:

- Feel included, respected and valued.
- See their lives and families reflected in lessons.
- Are protected from prejudice and discrimination.

Teaching will take account of pupils' faith backgrounds, cultural contexts, and individual needs.

All lessons will promote equality in line with the Equality Act 2010 and support our school's safeguarding duties. Where sensitive issues are discussed, staff will follow safeguarding procedures and refer any concerns to the Designated Safeguarding Lead.

At Harwood Meadows, all children will be included in our RHE lessons regardless of their age, sex, race, disability, religion or belief, gender reassignment. School staff will endeavour to make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Relationships and Health Education, (RHE) will be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. At Harwood Meadows, we will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Requirements in Law

Schools are required to follow the following policies by law and at Harwood Meadows all staff are aware of the documents and follow these in their teaching,

Equality Act 2010

SEND code of practice: 0 to 25 years (statutory guidance)

Keeping Children Safe in Education (statutory guidance)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools.

Personal, Social and Emotional Development in the Early Years

At Harwood Meadows, we feel that as a Prime Area of learning 'Personal, Social and Emotional Development' is crucial at this point in the children's education. It **gives children roots grow and wings to fly**, by creating positive attitudes to learning and ensuring children have a happy and exciting school journey with their friends from the start. At Harwood Meadows, the children are constantly developing their RHE skills through daily discussions, intervention activities (if needed) and through all planned activities. RHE is at the heart of all of our teaching in the Early Years especially in the Nursery where this area of development is focussed on more heavily before children

start more formal schooling in Reception class. This ensures all children have a positive attitude to learning and are keen to engage in activities, working together with others, sharing and taking turns.

Implementation of Revised Guidance (July 2025 – September 2026)

The Department for Education published revised statutory guidance on Relationships, Sex and Health Education in July 2025.

[School Name] will review and update this policy and our curriculum during the 2025–26 academic year, to ensure full compliance from 1 September 2026.

Parents and carers will be consulted as part of this review process.

This policy was adopted for full implementation March 2021

This Policy will be reviewed by the Governing Body on a 2-yearly cycle and must be signed by the Chair of Governors and Headteacher.

Policy Reviewed:	October 2025
Next Review:	June 2026
Signature of Chair of Governors: 	Signature of Headteacher: 