



Full Governors
26.03.25

Signed.....

Relationships and Health policy

Statement of intent

At Portway Infant School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RHE curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2026) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

This policy operates in conjunction with the following school policies:

- Anti-Bullying
- Behaviour
- Child Protection and Safeguarding

- Online Safety
- Pupil Equality, Equity, Diversity and Inclusion
- Personal, Social and Health Education including Citizenship (PSHE)
- Special Educational Needs and Disability (SEND)

Roles and responsibilities

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand on request.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RHE subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.

- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, "relationships education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum “PSHE Matters”.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

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

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters
- School website

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by either organising a meeting with the headteacher or emailing admin@portwayi.derby.sch.uk

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils and when organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

Consultation with parents

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

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

Relationships Education Overview

- **Families and people who care for me**
By the end of infant school, pupils will know:
 - That families are important for them 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.
 - 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**
By the end of infant school, pupils will know:
 - How important friendships are in making us feel happy and secure, and how people choose and make friends.
 - 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, but 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 judge when a friendship is making them feel unhappy or uncomfortable.
 - How to manage conflict.
 - How to manage different situations and how to seek help from others if needed.
- **Respectful relationships**
By the end of infant school, pupils will know:
 - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
 - The conventions of courtesy and manners.
 - The importance of self-respect and how this links to their own happiness.
 - That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying and how to seek help.
- **Online relationships**
By the end of infant school, pupils will know:
 - That people sometimes behave differently online, including 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, even when we are anonymous.
- **Being safe**
By the end of infant school, pupils will know:
 - That it is not always right to keep secrets if they relate to being safe.
 - That each person's body belongs to them.
 - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who 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 and others, and to keep trying until they are heard.

Relationships education per year group

The school is free to determine, within the statutory curriculum content, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. At our school, we **do not** teach pupils sex education.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to their Junior School.

- Reception
 - Being Healthy, including the importance of looking after our mental health
 - Difference and Diversity, identifying ways in which they are unique.
 - Exploring Emotions, including how to recognise and manage feelings and emotions
 - Relationships, including what is a healthy relationship
 - Being Responsible including looking after the environment
 - Bullying Matters - including how to ask for help
- Year 1
 - Being Healthy, including the importance of looking after our mental health
 - Difference and Diversity, identifying ways in which they are unique.
 - Exploring Emotions, including how to recognise and manage feelings and emotions
 - Relationships, including what is a healthy relationship
 - Being Responsible including looking after the environment
 - Bullying Matters - including how to ask for help
- Year 2
 - Drug Education, medicines and how to keep safe
 - Being Me, including identity and community
 - Changes, including loss
 - Growing Up, including the process of growing from young to old.
 - Money Matters, identifying ways money can be used.
 - Being Safe including exploring rules for and ways of keeping safe in a range of situations

The majority of topics cover relationship and health objectives.

All Year groups in Autumn Term 1 cover the same topic 'Settling In' to ensure Portway children form healthy relationships with others and enjoy their new classes. ~~—please add this.~~

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

- **Mental wellbeing**

By the end of infant school pupils will know:

 - 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 and nervousness.
 - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 - The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
 - Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
 - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
 - Where and how to seek support, who in school they should speak to if they are worried about themselves or others.
- **Internet safety and harms**
By the end of infant school, pupils will know:
 - 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.
 - How to consider the effect of their online actions on others.
 - How to recognise and display respectful behaviour online.
 - The importance of keeping personal information private.
 - Where and how to report concerns and get support with issues online.
- **Physical health and fitness**
By the end of infant school, pupils will know:
 - 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 by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- **Healthy eating**
By the end of infant school, pupils will know:
 - What constitutes a healthy diet?
 - The principles of planning and preparing a range of healthy meals.
- **Health and prevention**
By the end of infant school, pupils will know:
 - How to recognise early signs of physical illness
 - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage
 - The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect 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 and viruses, how they are spread and treated, and the importance of hand washing.
- **Basic first aid**
By the end of infant school, pupils will know how to make a clear and efficient call to emergency services if necessary.

Delivery of the curriculum

Portway Infant school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

The relationships, and health curriculum will be delivered as part of our PSHE curriculum "PSHE Matters".

Through effective organisation and delivery of the subject, we will ensure that,

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including,

- Designated PSHE time
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils and teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The curriculum will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief

- Gender reassignment
- Marital Status

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands that pupils with SEND including those with social, emotional or mental health needs are entitled to learn about relationships health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

Curriculum links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts and the correct scientific terminology for all parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Withdrawing from the subjects

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent where a parent may want to withdraw their child from these sessions.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of

the relationships and health education programme, will be dealt with as seriously as other bullying incidents within the school.

These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their Local Authority of the action taken against a pupil.

Staff training

All staff members at the school will undergo training on an annual basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training on an annual basis, led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

Monitoring quality

The relationships and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Work scrutiny
- Pupil voice
- Medium Term Plan (MTP) scrutiny

The relationships and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

The relationships and health education subject leader will work regularly and consistently with the headteacher, e.g., through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Emma Wood

Reviewed Spring 2026

To be reviewed Spring 2027