



Relationships and Health Education (RHE) Policy

2025-2027

Approved by Governing Body: 12.11.2025

Review Date: 12.11.2028

1. Policy Statement

This policy sets out the approach to Relationships, Sex and Health Education (RSHE) at Herringthorpe Infant School.

Our RSHE provision is designed to help pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe, and prepared for life and work. It contributes to our wider Personal, Social, Health and Economic (PSHE) education and underpins our school ethos rooted in British values of respect, tolerance, democracy, individual liberty, and the rule of law.

RSHE at Herringthorpe Infant School provides pupils with age-appropriate learning that promotes respect for self and others, understanding of healthy relationships, emotional wellbeing, and personal safety.

2. Statutory Framework

This policy has been developed in line with the following:

- DfE Statutory Guidance: *Relationships, Sex and Health Education* (updated July 2025, for implementation from September 2026);
- Education Act 2002, Section 78;
- Children and Social Work Act 2017;
- Equality Act 2010;
- Keeping Children Safe in Education (2025);
- Ofsted Education Inspection Framework (2024).

All primary schools must teach Relationships Education and Health Education. At infant level, sex education beyond the science curriculum is *not statutory* and is not part of our RSHE programme.

3. Aims and Objectives

Through RSHE, our school aims to:

- Help children develop positive, safe and respectful relationships;
- Support children's social, emotional and physical development;
- Teach children how to look after their mental and physical health;
- Foster respect and appreciation for diversity and difference;
- Build confidence and resilience;
- Equip children to recognise and report unsafe or uncomfortable situations;

- Prepare children for future learning and the wider world.

4. Curriculum Content

Our RSHE curriculum follows the Rotherham RSHE Sequence of Work, which ensures progressive and age-appropriate coverage across Year 1 and Year 2.

The curriculum includes:

Relationships Education

- Families and people who care for me;
- Caring friendships;
- Respectful relationships;
- Online relationships (early awareness and safety);
- Being safe – including understanding personal boundaries and knowing how to seek help.

Health Education

- Physical health and fitness;
- Healthy eating;
- Hygiene and self-care;
- Basic first aid (awareness);
- Mental wellbeing and resilience;
- Internet safety and harms (age-appropriate).

Science Links

In line with the National Curriculum for Science, children learn:

- The basic parts of the human body and their functions;
- The concept of growth and change;
- That humans grow from babies into adults.

No lessons in the infant phase will include teaching about sexual intercourse.

5. Teaching and Learning

- RSHE is delivered mainly through **PSHE** lessons, circle time, stories, and cross-curricular activities (e.g., Science, PE, assemblies).
- Lessons are planned to be age-appropriate, inclusive, and sensitive to pupils' backgrounds and needs.
- Teaching strategies include discussion, role-play, storytelling, and group activities.

- Staff establish ground rules to create safe spaces for children to talk and ask questions appropriately.
- The school's Rotherham RSHE Sequence of Work ensures progression and consistency across year groups.

6. Equality, Diversity and Inclusion

Our RSHE programme promotes equality and challenges stereotypes. We recognise and celebrate the diversity of families, cultures, and identities within our community. Teaching reflects the Equality Act 2010 and ensures accessibility for all pupils, including those with SEND and EAL.

Resources and language used are inclusive, respectful and representative of all pupils.

7. Safeguarding and Child Protection

RSHE plays a vital role in safeguarding.

- Staff are alert to potential safeguarding disclosures that may arise during lessons.
- Any concerns will be reported following the school's Safeguarding and Child Protection Policy.
- Pupils are taught how to stay safe, recognise unsafe situations, and know how to ask for help.
- RSHE contributes to meeting statutory duties under *Keeping Children Safe in Education (2025)*.

8. Parental Engagement and Right to Withdraw

Parents and carers are central partners in their child's education.

- The RSHE Policy and curriculum overview will be shared with parents and carers via the school website. A teacher presentation will be shared at the beginning of each new year in the school when parents meet the new teacher for their child. This presentation will outline the content for the HRE curriculum each specific year group.
- Consultation will take place when the policy is reviewed.
- The DfE guidance states that parents have no right to withdraw their child from statutory Relationships Education or Health Education.

9. Roles and Responsibilities

Governing Body:

- Approves and monitors implementation of this policy;

- Ensures compliance with statutory requirements.

Headteacher:

- Ensures RSHE is implemented in line with guidance and policy;
- Provides leadership, training and resources for staff.

RSHE/PSHE Lead:

- Coordinates curriculum planning and progression;
- Monitors delivery and impact;
- Liaises with parents, governors, and external agencies.

Staff:

- Deliver RSHE sensitively and appropriately;
- Create a safe learning environment;
- Report safeguarding concerns.

Parents and Carers:

- Engage with RSHE curriculum information;
- Support discussions at home;
- Share feedback with the school.

10. Staff Training and Resources

All teaching staff receive training to ensure consistent, confident and sensitive delivery of RSHE.

Resources used are approved by the RSHE/PSHE Lead, reflect the Rotherham RSHE Sequence of Work, and are:

- Age-appropriate;
- Inclusive;
- Factually accurate;
- In line with the school's safeguarding, equality and curriculum standards.

11. Monitoring and Evaluation

The RSHE Lead and Senior Leadership Team will:

- Monitor teaching and learning through lesson observations, planning reviews and pupil voice;
- Gather feedback from parents, pupils, and staff;

- Evaluate the effectiveness of the programme in promoting wellbeing and positive relationships;
- Report annually to the Governing Body.

This policy will be reviewed every three years, or sooner if statutory guidance changes.

12. Linked Policies

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Online Safety Policy
- PSHE Policy
- Science Curriculum Policy

Appendices

- A: Overview of Rotherham RHE Curriculum (EYFS–KS1)
- B: Parent/Carer Information Letter Template

By the end of Primary School, Pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 from their family, but that they should respect those differences and know that other children's families are also characterised 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 recognised 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	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	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	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 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

Dear Parent/Carer,

At Herringthorpe Infant School, we believe that helping children to develop healthy, respectful relationships and positive attitudes towards their own wellbeing is an essential part of education.

As part of our Personal, Social, Health and Economic (PSHE) curriculum, your child will be taking part in Relationships and Health Education (RHE) lessons. These lessons are based on the Rotherham RHE Sequence of Work, which is fully aligned with the Department for Education's (DfE) July 2025 statutory guidance.

Herringthorpe Infant School aims to review its RHE policy every three years and as part of this process, the school wishes to share this with parents/carers. The school is now at a point where its policy is due for renewal and would like to share an overview of its revised content. Please visit the school's website to access the RHE policy in its entirety.

What RHE includes at our school

Because we are an infant school, RHE focuses on relationships, emotional wellbeing, health, safety and personal growth.

Children will learn about:

- Families and people who care for them;
- Friendships and positive relationships;
- Showing kindness and respect for others;
- Keeping themselves safe, including understanding personal boundaries;
- Looking after their bodies and minds (hygiene, healthy eating, exercise, rest);
- Recognising feelings and knowing how to ask for help;
- Understanding that everyone is unique and deserves respect.

There is **no** teaching about sexual intercourse at Herringthorpe infant school.

Biological aspects of growth and change are covered only through the National Curriculum for Science.

How we teach RHE

- Lessons are age-appropriate, inclusive, and sensitive to children's backgrounds and experiences.
- Staff use stories, circle time, games and discussion to help pupils explore ideas safely and confidently.
- RHE is taught as part of a spiral curriculum, meaning children build on their learning as they move through school.

Why RSHE matters

RHE helps children to:

- Understand themselves and others;
- Build confidence and resilience;
- Stay safe in a range of situations;
- Develop empathy, respect and cooperation;

- Lay strong foundations for healthy relationships in later life.

Parental involvement

We value working in partnership with parents and carers.

You are always welcome to view our RHE Policy and the Rotherham Sequence of Work overview, available on our school website or by request to a member of staff.

The DfE statutory Guidance emphasises that parents/carers do not have the right to withdraw their child from statutory Relationships Education or Health Education. If you have questions about the content of our curriculum or wish to discuss how we teach RHE, please speak to a member of staff.

Thank you for your continued support in helping us provide a safe, caring and respectful learning environment for all pupils.

Yours sincerely,

Mrs Kitchen
Headteacher