

# Heatherside Infant School

## Relationships and Health Education (RHE)

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Curriculum	Headteacher Staff Parents	Approved	Annually	Summer 2026

### Rationale

At Heatherside Infant School we believe that education is a holistic process and that the development of the whole child is central to their wellbeing and achievement. Relationships and Health Education is a lifelong process that begins informally in the home with parents and carers before children's journey through school commences. In school we aim to build upon the foundations laid within the home.

Relationships and Health Education encompasses:

- the emotional, social and cultural development of pupils
- learning about relationships, diversity and personal identity
- physical health and mental wellbeing, and making healthy lifestyle choices
- sharing information, and exploring issues and values

As with any area of learning, our teaching is aimed sensitively to the age and level of understanding of the children. The content of our curriculum is in line with statutory [DfE guidance](#).

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.

The guidance states: **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.**<sup>1</sup>

### Aims

The objectives of the Relationships and Health Education at our school are for children to:

- Have a secure, age appropriate, understanding of families and people who care for them, friendships, respectful relationships and being safe
- Form positive relationships, develop their social skills and know how others care for them

- Have an understanding of the importance of health and hygiene and the basic concept of first aid
- Respect themselves and others, developing a positive self-image and encouraging individual self esteem
- Develop confidence in talking, listening and thinking about feelings and relationships and provide strategies for managing change.
- Know that words and actions can hurt others emotionally and physically · Develop awareness of how to stay safe in the modern world in different contexts, including online
- Know that mental wellbeing is an important part of everyday life in the same way as physical health, and begin to recognise and talk about their emotions

### **Teaching and Learning**

**All teaching staff will be responsible for the teaching of RHE, but the whole staff will play a part in developing the school ethos, which underpins the development of RHE.**

The teaching of Relationships and Health Education at Heatherside Infant School will be through curriculum subjects and the context of year group themes. RHE is taught mainly through PSHE lessons, as well as in science, RE and computing.

Knowledge, curriculum, and skills are mapped carefully to ensure both coverage and progression. The progression of skills map is included at the end of this document. What is taught may be subject to change through curriculum updates and will be reflected in subsequent policies as required.

### **Roles and Responsibilities**

#### The school

The school will ensure that parents are kept informed of the curriculum. Relationships and Health Education is not taught as a discrete subject, it is embedded within different subject areas to support children to make effective links within their learning.

#### Governors

In accordance with the Education Act 1996, The Governing Body will keep the policy for Relationships and Health Education up to date and published and ensure parents have been consulted appropriately. The Governing Body will review and approve the policy annually.

#### Parents and carers

The School recognises that parents and carers are the primary educators of their children and the school seeks to support them in this task so that a firm foundation is laid in the children's knowledge and understanding of themselves, in preparation for Key Stage 2. Parents do not have a right to withdraw pupils from Relationships Education. Parents do have a right to withdraw pupils from Sex Education, however at Infant School (Early Years and Key Stage 1), Sex Education is not taught. Children will be taught about the life

cycles of animals which will lay the foundations for Sex Education in Key Stage 2.

Consultations will be made to parents at appropriate intervals and the school welcomes feedback from parents. Parents were consulted in July 2025. No feedback or comments about the policy were received.

### Teachers

Teachers are responsible for the teaching of RHE. At Heatherside Infants we believe that the nurturing of the whole child is very important and that for a child to achieve academic potential it is important to nurture their physical, moral and spiritual well-being. Staff's beliefs and attitudes will not influence the teaching of the Relationships and Health Education curriculum. Teaching will be matched sensitively. Teachers will aim to answer children's questions sensitively and honestly, if the question goes outside of what the teacher deems age-appropriate content, they will feedback to parents to ensure that they can follow this up at home. Partnership with parents is essential and staff will consult with parents where appropriate. The delivery of the content will be accessible to all pupils including those with SEND, though lesson and resource adaptations.

### **Monitoring and Evaluation**

The PSHE subject leader, alongside SLT, will monitor the implementation of the Relationships and Health Education through lesson observations, book looks and through pupil conferencing. The policy will be reviewed and evaluated to ensure the contents of the policy have been covered and the aims met, resources are appropriate and up to date and any necessary changes are made to ensure continuous development and improvement.

### **Equal Opportunities**

The school endeavours to provide equal opportunities to all children regardless of age, gender, ethnicity, and ability including SEND. The needs of all children are considered during planning and delivery of the curriculum to ensure an inclusive environment so that each child reaches their potential. Planning and resources are reviewed to ensure they comply with The Equality Act 2010 and our school's equality objectives. School takes guidance from the DfE document The Equality Act and schools, 2014.

### **Other related policies and documents**

The policy should be read in conjunction with:

- PSHE and Citizenship curriculum
- RE curriculum
- Science curriculum
- Equality Policy
- SEND Policy & SEND Information Report
- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy

## Appendix: Curriculum Progression of Skills Overview

Theme / area	Year R	Year 1	Year 2
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Children begin to understand the relationships in their own family and other family settings</li> <li>• Children begin to identify what a feeling is and recognise an emotions</li> <li>• Children begin to understand what is a positive relationship</li> <li>• Children begin to understand people are different</li> </ul>	<ul style="list-style-type: none"> <li>• Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</li> <li>• Children understand emotions in a friendship</li> <li>• Children understand what a negative relationship is</li> <li>• Children can see that people can be different and this is a positive attribute</li> </ul>	<ul style="list-style-type: none"> <li>• Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals</li> <li>• Children can talk about their emotions in a friendship</li> <li>• Children begin to know about what bullying is and what to do if it happens</li> <li>• Children begin to recognise the diversity of relationships around them</li> </ul>
<b>Health &amp; well-being</b>	<ul style="list-style-type: none"> <li>• Children begin to understand that we change as we grow</li> <li>• Children begin to understand simple emotions</li> <li>• Children can identify the names of private parts on their body</li> <li>• Children beginning to understand simple changes as we age</li> <li>• Children just beginning to recognise how they feel</li> </ul>	<ul style="list-style-type: none"> <li>• Children can explain ways of keeping clean and they can name the main parts of the body(including correct anatomical names). They can explain that people grow from young to old.</li> <li>• Children begin to identify how they are feeling</li> <li>• Children can identify the names of private parts on their body and know that is appropriate and inappropriate touch</li> <li>• Children understand old and young in mammals and humans</li> <li>• Children beginning to recognise how the feel and start to use simple vocabulary or emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</li> <li>• Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</li> <li>• Children can identify an emotion and begin to know how to feel better <ul style="list-style-type: none"> <li>• Children can identify key adults they would go to if they feel worried or anxious</li> </ul> </li> <li>• Children beginning to learn about life cycles</li> <li>• Children can recognise how they feel and use simple vocabulary or emotions</li> </ul>

**Theme / area Year R Year 1 Year 2**

**How to respond in an emergency**

- Children are learning about feeling safe

- Children can recognise if they feel unsafe

- Children begin to learn their own telephone number

**Living in the wider world**

- Children can explain different ways that family and friends should care for one another.
- Children are beginning to understand what being in a family group means as part of the community
- Children are beginning to understand about the basics of money

- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.
- They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.
- Children are beginning to understand that families can be diverse
- Children are beginning to learn about money and how to use it

- Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds)
- Children are beginning to understand that the community we live in is diverse
- Children are beginning to understand that money can be saved for a reason