



LEIGHSWOOD

SCHOOL

Relationships and Health Education (RHE) Policy

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Introduction

Relationships and Health Education at Leighswood School adheres to national requirements for the teaching of relationships and sex education and reflects the context of our school and community.

We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

Through Relationships and Health Education we aim for pupils to learn to respect our common humanity and diversity so that they can go on to form effective, fulfilling relationships themselves and are tolerant of the relationships of others.

We want to ensure that all pupils:

- Understand the characteristics of positive relationships and friendships
- Are aware of the importance of every family and how they care and support each other
- Develop confidence in talking, listening and thinking about their own feelings and the feelings of others
- Recognise unsafe situations and can protect themselves and ask for help and support
- Are prepared for puberty, and understand sexual development and the importance of health and hygiene
- Use the correct vocabulary to describe themselves and their bodies

What is Relationship and Health Education?

Relationships and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of physical and emotional changes to the body and sexual health.

Why should Relationships and Health Education be taught in school?

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). In teaching Relationships and Health Education we must have regard to [guidance](#) issued by the secretary of state as outline in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections [406 and 407 of the Education Act 1996](#)
- [Part 6, chapter 1 of the Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in [section 149 of the Equality Act 2010](#)). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Relationship and Health Education begins at a very early age. While much of it is learnt from parents, it can also learn from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing

or frightening. Relationships and Health Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.

Policy Development

This policy has been developed in conjunction with parents, school staff and the Leighswood Governing Committee.

The parent consultation, following the review of this policy in 2025, ran from 13th – 27th January 2025

Roles and Responsibilities

The Governing Committee

The governing board will approve the Relationships and Health Education policy, and hold the Executive Headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school, for ensuring materials and resources are shared with parents and carers where this is required, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationships and Health Education

Teaching Staff

Teaching staff are responsible for:

- Delivering Relationships and Health Education in a sensitive way and age-appropriate way
- Modelling positive attitudes to Relationships and Health Education Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of Relationships and Health Education

Teaching Staff do not have the right to opt out of teaching Relationships and Health Education. Those who have concerns about teaching Relationships and Health Education are encouraged to discuss this with the Executive Headteacher or Head of School.

Pupils

Pupils are expected to engage fully in Relationships and Health Education and, when discussing issues related to Relationships and Health Education, treat others with respect and sensitivity. Pupils can speak to members of staff before or after sessions if needed in confidence.

Delivery

Relationships and Health Education forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The programme is led by the PSHE Co-ordinator.

All elements of our Relationships and Health Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular timetabled PSHE education programme. Relationships and Health Education is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the PHSE leader and the Head of School/Executive Headteacher.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of Relationships and Health Education in school, for example the school nurse.

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 -
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **will not**:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Objectives for Relationships and Health Education

The primary Relationships and Health Education programme covers five main areas:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Families and people who care for me

Pupils should know:

- 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

Pupils should know:

- 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.

Respectful relationships

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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.

Curriculum

At Leighswood we will be using Jigsaw Curriculum that follows a spiral approach to ensure continuity and progression. Alongside Jigsaw lessons aspects will be taught in other areas of the curriculum including; PE, Science and Computing. Jigsaw relationships is taught to foster a deeper age appropriate understanding.

Our Relationships and Health Education curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers from unreliable sources e.g. online or from friends.

The DfE [guidance](#) also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils. Although sex education is not compulsory in primary schools, at Leighswood School we believe children should understand the facts about human reproduction before they leave primary school. We will therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

This will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and support their personal and social development as they grow into young adults.

School staff will ensure parents have appropriate notice of when a non-statutory element of the curriculum is to be taught to enable them to make an informed decision.

Where this non-statutory element of the curriculum is to be taught, we will:

- Provide an overview of the content that will be delivered
- Provide parents with access to view materials that will be delivered
- Provide parents with the opportunity to discuss the objectives of the lessons and the materials to be used with teaching staff
- Provide details of when the lessons will take place

For more information about our curriculum, see our curriculum map in Appendix 1.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory [guidance](#)
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress.

Recording and Assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions.

Observations may have a focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of Relationship and Health Education that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted session
 - 1-to-1 discussions
 - Digital formats
- Consider the level of adaptation needed for individual pupils.

Parents' right to withdraw

- Parents and carers do not have the right to withdraw their children from Relationships and Health Education provided at school.
- Parents and carers do not have the right to withdraw their children for those parts included in statutory National Curriculum Science.
- Parents and carers do have the right to withdraw their child from the non-statutory/non-science components of sex education within Relationships and Health Education

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Executive Headteacher.

Alternative school work will be given to pupils who are withdrawn.

Training

Staff are trained on the delivery of Relationships and Health Education as part of continuing professional development calendar.

The Executive Headteacher or Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships and Health Education as required.

Monitoring and Reviewing

Our aim is to provide Relationship and Health Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the Relationships and Health Education curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular meetings. The governing body monitors our Relationship and Health policy on a 3-yearly basis. The governing committee will consider any feedback from parents about the Relationships and Health Education programme and will make a record of all such comments.

Appendix 1: Curriculum map

Relationships and Health education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1	Summer 1	Relationships <ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend • Celebrating differences 	Jigsaw programme
1	Summer 2	Changing Me <ul style="list-style-type: none"> • Life cycles – human and animal • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growin and learning • Coping with change • Transition 	Jigsaw programme
2	Summer 1	Relationships <ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation for special relationships 	Jigsaw programme
2	Summer 2	Changing Me <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in male and female bodies (correct terminology) • Assertiveness • Preparing for transition 	Jigsaw programme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3	Summer 1	Relationships <ul style="list-style-type: none"> • Family roles and responsibilities • Friendships and negotiations • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	Jigsaw programme
3	Summer 2	Changing Me <ul style="list-style-type: none"> • How babies grow • Understanding a babies needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition 	Jigsaw programme
4	Summer 1	Relationships <ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling out • Girlfriends and boyfriends • Showing appreciation to people and animals 	Jigsaw programme
4	Summer 2	Changing Me <ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change 	Jigsaw programme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5	Summer 1	Relationships <ul style="list-style-type: none"> • Self-recognition and self-worth • Building self esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules 	Jigsaw programme
5	Summer 2	Changing Me <ul style="list-style-type: none"> • Self and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Preparing for transition 	Jigsaw programme
6	Summer 1	Relationships <ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	Jigsaw programme
6	Summer 2	Changing Me <ul style="list-style-type: none"> • Self-image • Body-image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends and girlfriends • Sexting • Transition 	Jigsaw programme

Appendix 2: Parent/carer form: withdrawal from sex education within RELATIONSHIPS AND HEALTH EDUCATION

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within Relationships and Health Education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	