



Relationships Health Education (RHE) Policy 2026

Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillippa Longman
Date approved by Governing Body:	06.07.2026
Date of review by Governing Body:	July 2028

1. Aims of Relationships Education

Our RHE curriculum supports our school vision 'Explore, Belong, Grow' and reflects the statutory expectations set out in the 2025 DfE guidance. Our aims are to:

- encourage children to develop caring, respectful and positive relationships
- support children to understand their own physical, emotional and social development
- recognise and value the diversity of families and relationships
- promote a positive, inclusive culture around relationships and growing up
- foster empathy, self-respect, confidence and emotional literacy
- ensure children understand personal safety, boundaries and hygiene
- provide a safe framework for sensitive discussions
- teach correct anatomical vocabulary for body parts, including external genitalia (e.g. penis, testicles, nipples, vagina, vulva,), to support safeguarding and reduce stigma
- answer children's questions sensitively and appropriately, with parental involvement where needed

2. Statutory Framework and Compliance

This policy reflects the 2025 DfE statutory guidance on Relationships, Sex and Health Education, which requires all primary schools to teach Relationships Education and to publish a written policy. The policy also aligns with guidance from the PSHE Association and the Sex Education Forum.

The following legislation and guidance inform our RHE provision:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Children and Social Work Act (2017)
- DfE Relationships, Sex and Health Education Guidance (2025)
- PSHE Association guidance (2025)
- Keeping Children Safe in Education (2025)

We teach RHE in line with this policy and ensure content is accessible to all pupils, including those with SEND, as required by the 2025 framework.

Health Education is statutory in all primary schools and is delivered through our PSHE curriculum, covering mental wellbeing, physical health, healthy lifestyles, safety, and health prevention.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

Primary schools are not required to teach sex education; however, all schools must teach the statutory science curriculum, which includes age-appropriate learning about human development and reproduction.

In teaching RHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined 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

At Hiltingbury Infant School we teach RHE as set out in this policy.

3. Policy Development and Review

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to comment on the draft policy. The school is required to consult with parents when developing and reviewing this policy.
4. Pupil consultation – through age-appropriate pupil voice activities
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. Governors – final approval and oversight

In line with the 2025 guidance, the policy will be reviewed every 18–24 months or sooner if statutory guidance changes.

4. Our Philosophy: Explore, Belong, Grow

We promote equality of opportunity and value every member of our community. Our RHE provision reflects our belief that:

- children thrive when they feel safe, respected and included
- diversity in families, identities and experiences should be recognised and celebrated
- pupils should develop the skills to build healthy, respectful relationships both offline and online
- wellbeing, resilience and emotional development are central to learning

We incorporate mindfulness and calming strategies, including yoga, to support mental wellbeing.

5. Definition of Relationships and Health Education

RHE is the teaching of age-appropriate knowledge, skills and attitudes relating to:

- the body and growing up
- health and wellbeing
- families and friendships
- respectful relationships
- staying safe, including online safety online relationships and safety, helping pupils understand appropriate online behaviour, risks, and how to seek support

Some content is taught through Science and Computing; other elements are taught through PSHE. Some aspects are included in religious education.

6. Why We Teach RHE

Children learn about relationships from an early age. High-quality RHE:

- helps children make sense of the world around them
- supports their physical, emotional and social development
- prepares them for later learning about puberty and reproduction
- builds resilience and decision-making skills
- supports safeguarding by teaching boundaries, consent and how to seek help

The 2025 DfE guidance emphasises that RHE equips pupils to make informed decisions, manage risks and develop self-efficacy.

RHE contributes to the school's safeguarding curriculum by equipping pupils with the knowledge and skills to recognise risks, understand healthy and unhealthy behaviours, and seek help when needed.

7. Our Aims for Pupils

We aim to ensure children:

- develop empathy, self-respect and respect for others
- understand healthy friendships and family relationships
- recognise and manage emotions
- understand how their bodies and feelings change as they grow
- make safe, informed choices
- communicate effectively and resolve conflict

8. Curriculum

Our RHE 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 taking into account 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. The curriculum is carefully sequenced and delivered in an age-appropriate way, building knowledge progressively across the school. The curriculum supports fundamental British values, including respect, tolerance and the rule of law.

We will share all curriculum materials with parents and carers upon request.

High-quality RHE teaching includes:

- a safe, trusting learning environment
- clear ground rules (e.g., listening, turn-taking, respect)
- opportunities for discussion, reflection and collaboration
- circle time, role play and scenario-based learning
- ongoing assessment of understanding
- inclusive practice that meets the needs of all pupils, including SEND

Teachers use distancing techniques (e.g. role play, storytelling, question box) and answer questions sensitively, following safeguarding protocols. Staff will not guarantee confidentiality and will follow safeguarding procedures if a pupil discloses information that indicates they may be at risk of harm.

9. Teaching and Learning

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We follow the PSHE Association Programme of Study, organised into:

- Health and Wellbeing
- Relationships
- Living in the Wider World

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.

Teaching reflects the protected characteristics outlined in the Equality Act 2010 and promotes respect for all.

RHE is taught through:

- dedicated PSHE/RHE lessons
- Science
- Computing (online safety)
- RE, assemblies and wider school life

Correct anatomical vocabulary is taught as part of safeguarding practice. The curriculum is reviewed regularly and informed by pupil voice.

10. 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 sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

11. Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE 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 won't provoke distress

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 RHE 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

12. Roles and Responsibilities

Governing Body

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHE (see section 9).

PSHE/RHE Lead

- oversees curriculum planning
- supports staff
- monitors teaching and pupil voice

Staff

Staff are responsible for:

Delivering RHE in a sensitive way

Modelling positive attitudes to RHE

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 RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

Pupils

Children are involved in the development of the RHE curriculum through teaching and learning which involves direct dialogue and feedback, and their learning which enables teachers to monitor

pupils' views. The RHE leader takes pupil voice into account when reviewing and modifying the RHE curriculum and content. Pupil conferencing will be completed yearly to monitor and evaluate the effectiveness of RHE at Hiltingbury Infant School.

13. Parental Engagement

Hiltingbury Infant School is committed to working with parents and believes that it is important to have the support of parents and the wider community in all aspects of RHE and PSHE.

We work closely with parents by:

- sharing curriculum information in advance
- offering opportunities to view teaching materials
- inviting feedback during policy reviews
- signposting ways to support learning at home

Hiltingbury Infant School does not teach any non-statutory Sex Education. Any content relating to the human body, growth and reproduction is taught only as part of the statutory National Curriculum for Science. Therefore, there is currently no non-statutory Sex Education from which pupils can be withdrawn. Parents have the right to request that their child be withdrawn from any non-statutory sex education, should it be taught in the future. There is no right to withdraw from Relationships or Health Education.

Parents/carers do not have the right to withdraw their child from relationships education.

14. Pupil Involvement

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

Pupil voice is central to curriculum development. We gather feedback through:

- discussions
- circle time
- pupil conferencing

This informs curriculum updates and ensures content remains relevant.

Monitoring Arrangements.

The delivery of RHE is monitored by Jess Whitehouse and Phillippa Longman through:

- learning walks
- planning scrutinies
- looking at children's books
- pupil voice
- staff feedback

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE/RHE lead in consultation with Phillippa Longman every 18 – 24 months or earlier in response to changes in statutory guidance or school context. At every review, the policy will be approved by the governing body.

PSHE/RHE Example Overview Planning for School

Year R

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: Playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Children need to know: • What a friend is • How to make friends, how to join play and how to make sure they include others • How to be kind and caring in friendships • That we always use kind words and kind hands • That unkind behaviour hurts bodies and feelings • How to say 'stop I don't like it' • That they belong to their class and to Hiltingbury Infant School • Who trusted adults in school are (Lanyards) • How to say no to unwanted touch (PANTS – NSPCC)	Children need to know : • The names of basic feelings • That feelings can change • How feelings are shown through faces, voices actions • How feelings can affect behaviour • Calming strategies	Children need to know: • What makes them special / unique • What trying their best looks like • How to set goals • What resilience looks like and how to be resilient • What a family is • That families look different • That families care for them and keep them safe • Similarities and differences in families	Children need to know: • What safe means • That there are safe and unsafe items at home • That adults help to keep us safe • To tell an adult if something is unsafe • What an emergency is (in basic terms) • How to get help in an emergency • That medicines must only be administered by trusted adults • How to stay safe online	Children need to know: • That they need to wash their hands before eating and after using the toilet – hygiene and germs • That they need to eat a range of foods • That they need to drink plenty of water • That sleep helps them to grow and learn • That physical movement is good for them and why • That they need to brush their teeth twice a day • How to stay safe in the sun • Who the people are that help us to stay healthy	Children need to know: • That being kind helps everyone feel good • How we can use words to solve problems • That everyone makes mistakes and can try again • What feeling proud means and how it feels • How and when to ask for help • How to understand change in themselves • Transition to Year 1

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making friends: Playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Children need to know: • What makes a good friend. • That friendships need kindness, listening, co-operation • How to ask for help if a friendship makes them unhappy • That friends can argue and also make up • How to solve an argument (strategies) • What bullying is and what to do if they experience bullying • How to help a friend who is sad or worried	Children need to know: • A wide range of feelings • Understand that thoughts and feelings affect behaviour • Strategies to manage feelings • Managing worries • That talking to a trusted adult helps • If feelings and behaviour are 'big' or 'small' (proportionate)	Children need to know: • What makes them special and unique • That they belong to different groups such as family and school • The people who care for them and what they do • That families are different but all are loving and caring • How families show love and care in different ways • Who to talk to if something worries them at home • Recognising when something in a family relationship feels wrong or unsafe • Simple stereotypes (toys, jobs, roles) and how they can be unfair	Children need to know: • How to keep safe in familiar environments e.g. at home and in school • That some items that might go onto or into bodies might be harmful and how to identify this • Medicines and household products can be dangerous if not used in a safe way • That medicines can help to keep people healthy (immunisations, epi pens) when used safely • What an emergency is • When to call 999 and what to say • How to respond safely to adults they don't know • How to stay safe online and the safe use of devices	Children need to know: • How to stop germs from spreading • What a healthy meal looks like • That sleep is important for their growth and development and ways of ensuring they get good quality sleep • That screens can affect sleep and shouldn't be used near bedtime • Why physical activity is good for them and why • Why dental hygiene is important • How to stay safe in the sun and why • The names of external body parts: penis, vulva, nipples, bottom. • That these are private and everyone's body belongs to them • How to say no to unwanted touch (PANTS – NSPCC) • Who to tell if they are concerned	Children need to know: • That we are similar and different and how this can contribute to a sense of belonging • That everyone has likes/ dislikes/ needs and not everyone likes/dislikes/ needs the same things • How to respectfully express their likes/ needs/ dislikes to others • How to show kindness to themselves and others • Transition to Y2

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Keeping safe outside the home	Looking back and moving on
Children need to know: • That being aware of their thoughts and feelings can help them to manage them • That feelings vary in intensity • Strategies for managing worries and uncomfortable feelings Simple strategies to manage distraction, unhelpful thoughts, strong unpleasant feelings – we can get better at remembering these strategies over time • How to recognise loneliness • How to calm themselves when upset • That change and loss are a part of life and how this affects people and who can help • How to look after their mental health	• Children need to know: • The different ways people use the internet • How to use devices responsibly • Understanding when to ask for permission • That the internet and digital devices must be used safely and respectfully when communicating with others • What age appropriate online content is • That there are minimum age guidelines • Not to share personal information online • That online content can affect feeling • That hurtful behaviour online/ offline is not acceptable	Children need to know: • How to make healthy food choices • That what they eat/drink affects health • That they need to eat a range of foods and not consume too much sugar • When they can make choices around food and who can help them to make healthier choices • That regular physical activity is beneficial and how it helps you to stay healthy • Ways to be active everyday • That routines help to you to stay healthy • To limit screen time and take breaks • Who to talk to if worried about health	Children need to know: • About their personal identity (Likes, strengths, interests) • About different jobs and how people's strengths and interests impact what they do for work • That people help look after the environment and community spaces • Jobs people do including roles and responsibilities in the community • When someone is being treated unfairly because of a stereotype • What money is • Different ways of paying for things • That money comes from different sources (work, gifts, pocket money) • Needs vs wants • Spending / saving • Saving means keeping money for later • That money should be kept safe	Children need to know: • How to stay safe near roads, railways and water • The water safety code • What an emergency is • How to call 999 and what to say • What happens when you call 999 • How to help others safely • How to recognise when others need help • Simple first aid basics • That head injuries need adult help straight away	Children need to know: • That as we grow and change from young to old – people's needs change too • How to recognise bullying (Revisit) • What to do if they witness bullying • Strategies to solve arguments – physically hurting is never the right way • Transition to Y3 • Welcoming new people; helping them feel that they belong • Building positive relationships

and wellbeing e.g. outside / nature / physical activity	• That not everything online is real and reliable • That people online may pretend to be someone else and might say things that aren't true • To tell an adult if something online worries them • Benefits and risks of watching videos and playing games online				
---	--	--	--	--	--