



Name of School:	Hiltingbury Infant School
Name of Responsible Headteacher:	Mrs Phillippa Longman
Date approved by Governing Body:	13.11.2024
Date of review by Governing Body:	November 2025

### Aims

This policy outlines key features of the RHE curriculum offered at Hiltingbury Infant School. It both contributes to and reflects the school ethos represented in our motto 'Learning, Caring and Achieving together'

The aims of relationships and health education (RHE) at our school are to:

- encourage children to develop caring attitudes and relationships.
- begin to make a child aware of their own changing physical and emotional needs
- recognise the importance of the family, it's range and diversity and the need for loving, caring relationships.
- encourage a positive culture around issues of relationships, while understanding that there may be a diversity of views.
- encourage a caring attitude for all living things.
- ensure children are aware of the need for personal safety and hygiene.
- ensure that children's questions are answered sensitively and individually with parental consultation if appropriate.
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies

### Statutory requirements

The revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) as per section 34 of the Children and Social work act 2017.

This policy reflects the guidance given by DfE, PSHE Association and the Sex Education forum. This policy will be made available to view via the school's website.

Documents that inform Hiltingbury Infant School's RHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- PSHE Association guidance (2019)
- Relationships Education, Relationships and Sex Education (RHE) and Health Education – DfE (2019) (compulsory from September 2020)

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

### **Policy development**

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

1. Review – a member of staff (PSHE lead) collated 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 during school INSET day with Chair of Governors.
3. Parent/stakeholder consultation – parents and any interested parties were invited to give their opinions about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Our Philosophy: Learning, Caring and Achieving together**

At Hiltingbury Infant School we place a strong emphasis on equality of opportunity for all those who come into contact with the school, including pupils, parents, staff and support workers. We believe that everyone is a highly valued member of a special community. This philosophy underpins all our RHE, as we study our own families, relationships and the wider community surrounding our school. This includes the virtual communities that we understand many stakeholders will belong to, either in the present, or in the future.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities. In doing so they learn to recognise their own worth, to work well with others and become increasingly responsible for their own learning, well-being and relationships. They reflect on their experiences and understand how they are maturing personally and socially, addressing the vital building blocks of healthy respectful relationships that they are developing in their families and with their friends in all contexts, including online.

They also learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

We include a range of activities, including yoga, within our curriculum to enable children space for mindfulness and to provide them with calming down strategies and to promote their own mental wellbeing.

### **Definition of RHE:**

RHE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, health and relationships. RHE gives our children the essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Some aspects are taught through Science or ICT, and others taught through PSHE (Personal, Social and Health Education).

### **Why teach RHE?**

***“Our children learn about sex and relationships from the very youngest age, even if we don’t talk to them. Some of the things that they learn are incorrect, confusing and frightening ... we should talk to our children to help them make sense of it all.” (DfES, 0706/2001)***

***“... lifelong learning about physical, moral and emotional development. It is about the understanding ... family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.” DfES, Sex and Relationship Guidance, 2000)***

The updated RHE Guidance (DfE, 2019) states that:

1. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

### **Our aims are to enable the children:**

- To foster a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health (not just their own but of others also).
- To develop self-respect and empathy for others and promote the development of skills and understanding necessary to manage conflict.

### **RSE provides opportunities for children to:**

- Have a clearer understanding of the nature of human interactions and relationships.
- Learn about relationships, the importance of communication (verbal, non-verbal and online), and assertiveness skills including the importance of self-respect, equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children (including the variety of family structures that they may have come across).
- Think about and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- Reflect upon how to make informed, safe “good” choices where relationships and healthy lifestyles are concerned.

### **Good quality teaching and learning takes place when there is:**

- A high level of interaction and involvement on the part of all parties
- A safe and secure environment
- A trusting relationship between the teacher and pupil
- An open forum for all to share their ideas, support and concerns
- Collaborative work
- Opportunities for reflection

- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Circle time opportunities
- Role play
- Clear assessment of starting points as well as ongoing formative assessment and summative assessment to monitor and gauge development.
- All stakeholders, including adults, within our community demonstrate and foster positive, collaborative relationships with all others;
- RHE and PSHE are promoted and celebrated as fundamental to the positive well-being and development of our pupils; which in turn allows our pupils to be in a positive mental health state which will allow them to develop and achieve to their highest potential.
- Pupil voice will be influential in adapting and amending planned learning activities where possible.
- Cross curricular links are made between other areas of the curriculum – specifically Science, ICT and PSHE.

We teach RHE through dedicated PSHE/RHE lessons as well as the Science and ICT curriculums. Many of the objectives are covered in dedicated PSHE/RHE time. Some of the objectives are covered through other areas of the school's curriculum e.g. RE, Assemblies, Topic and the hidden curriculum that is, the values, beliefs and expectations of behaviour ('ethos') conveyed in the classroom and all areas of school life by members of the school community. This includes the support and guidance given at playtimes and in PE.

In the Early Years Foundation Stage we teach RHE as an integral part of the Early Years curriculum as well as in regular dedicated PSHE sessions.

Teachers state clear learning objectives for RHE and PSHE in their planning and these are shared with and understood by the pupils.

We recognise that 'circle time' is a very effective way of teaching some RHE skills. Circle times are regularly timetabled into weekly planning and can be used to discuss a variety of matters arising. Objectives are linked to the PSHE and RHE overview for each year group within the school. Circle times are most effective when rules are clearly established, e.g.

- We always listen when someone else is speaking
- We take turns
- We may pass

- We respect the opinions of others

## **Curriculum and Delivery of RHE**

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary. The RHE curriculum has been planned following consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RHE curriculum review, ensuring it remains responsive to emerging needs.

It has been agreed that through the RHE and Science curriculum the children will be taught the terms 'vulva' and 'penis' to name those body parts. This complies with our Safeguarding and Child Protection practice as outlined in the policies.

The RHE programme will be led by the headteacher and PSHE lead, and taught by Class Teachers. All staff involved in the delivery of RHE will receive training which will be ongoing ensuring pupils are taught with consistent approaches to RHE throughout their time at Hiltingbury Infant School. We follow the PSHE Association Scheme of work using the following themes:

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

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

## **Roles and responsibilities**

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

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 8).

Staff are responsible for:

- Delivering RHE in a sensitive way, having an inclusive approach that recognises that there will be a wide variety of views whilst maintaining a neutral position.
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents 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.

Names/roles of staff responsible for teaching RHE:

Phillippa Longman – Headteacher

Emma Cooper and Jess Whitehouse – PSHE leads

All Class teachers – teaching RHE lessons

### **Parental Involvement:**

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.

#### **Parental Rights to Withdraw their Children:**

Parents/carers have a statutory right to withdraw their children from **Sex Education content only** that is not part of statutory NC Science. We will advise parents of all RHE that will be covered in the RHE or PSHE curriculum in advance, and invite parents to discuss the content with the class teacher, where they feel necessary.

Parents are also informed that the RHE curriculum is an essential driver in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British Values and;
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage for the National Curriculum for Science.

We would hope and expect that most parents/carers would then feel reassured that the content is age appropriate and will be dealt with in a secure, open and safe environment. Parents do not have the right to withdraw children from relationships and health education aspects of RHE as these are statutory within the curriculum. [Government Information for Parents](#)

### **Pupil Involvement:**

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.

### **Training and Resources:**

#### **Resources**

Resources for RHE and PSHE are kept with the subject leader. Some are also kept on the Teachers Pool under PSHE.

Texts that will be used to support the RHE curriculum. **(Appendix 3)**

#### **Professional Development for Staff**

Staff are kept informed of developments in key aspects of RHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

**Links to other policies and advice**

This RHE Policy is supported by, but not limited to:

PSHE Policy

Behaviour Policy

Health and Safety Policy

Safeguarding/Child Protection Policy

School Visits

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Relationship and Sex Education Guidance 2019 – DfE

PSHE Association Guidance for SRE

RHE and Science National Curriculum Objectives for KS1 and 2 (**Appendix 2**)

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHE.

**Monitoring arrangements:**

The delivery of RHE is monitored by Phillippa Longman, the headteacher, Emma Cooper and Jess Whitehouse, PSHE leads through:

planning scrutiny, learning walks, lesson observations, pupil conferencing, assessment

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



**Appendix 1: PDL Curriculum Map showing RHE coverage**

Year Group		<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>YR</b>	<b>Essential Life Skills</b>	Introduce all 6 thinking and learning skills. Frankie Fox	<b>Effective Participators</b>	<b>Reflective Learners</b>	<b>Creative Thinkers</b>	<b>Independent Enquirer</b>	<b>Self Manager</b>
	<b>Enquiry Question (RHE)</b>	<b>What makes me special?</b> <b>RELATIONSHIPS</b>	<b>Who is special to me?</b> <b>RELATIONSHIPS</b>	<b>Who helps us?</b> <b>LIVING IN THE WIDER WORLD</b>	<b>How do I keep healthy and stay safe?</b> <b>RELATIONSHIPS</b>	<b>How do I feel?</b> <b>HEALTH AND WELLBEING</b>	<b>How do I grow and change?</b> <b>HEALTH AND WELL BEING</b>
	<b>SEAL</b>	New Beginnings	Say no to bullying	Going for Goals	Getting on falling out/Relationships	Good to be me (feelings fans)	Changes
	<b>RRR</b>	Learning and developing-right to play (article 29/31) Looking after ourselves and others-safe physical, emotional and free from violence/abuse (articles 19, 32, 36)	Taking part-right to opinion, decisions and choices (article 12).	Taking part-special care and support (article 23) Looking after ourselves and others-good health (article 24)	Taking part-making friends, joining clubs (article 15) Looking after ourselves and others-the right to think and believe what they want (article 14)	Taking part-find things out, access to information (article 13, 17)	Learning and developing-personality and talent through wide range of activities (article 29, 31)
Texts Used to Support learning:		Elmer, You Choose, Red Rockets and Rainbow Jelly, The Family Book, My World Your World					



Year Group		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Y1</b>	Essential Life Skills	Team workers  Self Managers	Effective Participators Reflective Learners	Creative Thinkers  Reflective Learners	Independent Enquirer Reflective Learners	Team workers and  Self Managers	Creative Thinkers
	Enquiry Question (RHE)	What is the same and what is different about us?  RELATIONSHIPS	Who is special to us?  RELATIONSHIPS	What helps us stay healthy?  HEALTH AND WELLBEING	What can we do with money?  LIVING IN THE WIDER WORLD	Who helps to keep us safe?  HEALTH AND WELLBEING	How can we look after each other and the world?  LIVING IN THE WIDER WORLD
	PSHE and Citizenship	Caring for myself, working well together	Other People are Special too	Going for Goals	Caring for others	Caring for others	Looking forward
	SEAL	New Beginnings	Say no to bullying	Going for Goals	Getting on falling out/Relationships	Good to be me (feelings fans)	Changes
	RRR	Learning and developing-resilience confidence and self esteem (article 29)  Looking after ourselves and others-good health (article 24)	Learning and developing-parents community and culture (article 29)  Taking part-right to opinion, decisions and choices (article 12).	Looking after ourselves and others-safe physical, emotional and free from violence/abuse (articles 19, 32, 36)	Taking part-find things out, access to information (article 13, 17)  Taking park-making friends, joining clubs (article 15)	Taking part-special care and support (article 23)  Looking after ourselves and others-the right to think and believe what they want (article 14)	Learning and developing-personality and talent through wide range of activities (article 29, 31)
<p>Texts Used to Support learning:</p> <p>The Great Big Book of Families, Mommy, Mama and Me, My World Your World</p>							

Year Group		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Y2</b>	<b>Essential Life Skills</b>	Independent Enquirer Team Worker	<b>Reflective Learners</b>	<b>Creative Thinker</b> Team Worker Reflective Learners	<b>Effective Participator</b>	Effective Participator	<b>Team Worker</b> Self manager
	<b>Enquiry Question (RHE)</b>	<b>What makes a good friend?</b> <b>RELATIONSHIPS</b>	<b>What is bullying?</b> <b>RELATIONSHIPS</b>	<b>What jobs do people do?</b> <b>LIVING IN THE WIDER WORLD</b>	<b>What helps us to stay safe?</b> <b>HEALTH AND WELLBEING</b>	<b>What helps us to grow and stay healthy?</b> <b>HEALTH AND WELLBEING</b>	<b>How do we recognise our feelings?</b> <b>HEALTH AND WELLBEING</b>
	<b>PSHE and CITIZENSHIP</b>	<b>What makes a good friend?</b>	<b>What is bullying?</b>	<b>What jobs do people do?</b>	<b>What can help us grow and stay healthy?</b>	<b>What helps us stay safe?</b>	<b>How do we recognise feelings?</b>
	<b>SEAL</b>	New Beginnings	Say no to bullying	Going for Goals	Getting on falling out/Relationships	Good to be me (feelings fans)	Changes
	<b>RRR</b>	Learning and developing-resilience confidence and self esteem (article 29) Taking part-find things out, access to information (article 13, 17)	Looking after ourselves and others-safe physical, emotional and free from violence/abuse (articles 19, 32, 36) Looking after ourselves and others-privacy (article 16)	Taking part-children with disability special care and support (article 23) The right to a good level of basic skills (article 28)	Taking part-making friends, joining clubs (article 15)	Taking part-right to opinion, decisions and choices (article 12). Looking after ourselves and others-good health (article 24) Looking after ourselves & others-the right to think and believe what they want (article 14)	Learning and developing-The right to learn about and respect the natural environment (article 29) Learning and developing-personality and talent through wide range of activities (article 29, 31)
<p>Texts Used to support learning:</p> <p>My World Your World, The Great Big Book of Families, The Odd Egg, The First Slodge,</p>							

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### **Appendix 3: Example Book List (this is not exhaustive)**

You Choose by Nick Sharratt and Pippa Goodhart

Red Rockets and Rainbow Jelly by Nick Sharratt and Sue Heap

Blue Chameleon by Emily Gravett

The Family book by Todd Parr

Mommy Mama and Me Leslea Newman

Elmer David McKee

Ten Little Pirates by Mick Brownlow

My Grandpa is Amazing by Nick Butterworth

Max the Champion by Sean Stockdale

My World Your World by Melanie Walsh

The Great Big Book of Families by Mary Hoffman and Ros Asquith

The First Slodge Jeanne Willis and Jenni Desmond

The Odd Egg by Emily Gravett

Just Because by Rebecca Elliot

Blown Away by bob Biddulph