

Harvills Hawthorn Relationships and Health Education (R.H.E.) Policy

(delivered through 1Decision)



2025-2026

Subject leader: L.Turner

This policy outlines the teaching, organisation and management of the R.H.E. taught and learnt at Harvills Hawthorn Primary School. The implementation of this policy is the responsibility of all the teaching staff.

Introduction

This policy is underpinned by the statutory guidance from the Department for Education on Relationships Education, Relationships and Sex Education (RSE), and Health Education (DfE, 2019), which became compulsory for all primary schools in England from September 2020. It aligns with the requirements set out in the Education Act 2002, the Children and Social Work Act 2017, and the Equality Act 2010. The policy ensures that our curriculum reflects the diverse needs of all pupils, promotes equality, and fosters respect for others regardless of background, identity, or family structure. It supports the school's wider safeguarding and wellbeing responsibilities and contributes to pupils' spiritual, moral, social and cultural development.

Harvills Hawthorn aims to teach R.H.E. in such a way that is consistent with science, fundamental British values and sound pedagogy. Hence, whilst many aspects of RHE are covered in personal, social and health education (P.S.H.E.), others are taught as part of science, religious education (R.E.), physical education (P.E.), online safety lessons and assemblies.

This policy is informed by DfE statutory guidance on relationships and health education; preventing and tackling bullying; drug and alcohol education; safeguarding and equality. The programme meets all the outcomes in the P.S.H.E. Association Programmes of Study.

Relationships and Health Education

From September 2020, Relationships Education became compulsory for all primary schools. For all maintained schools, there is also a statutory duty to provide health education.

At Harvills Hawthorn, we define relationships education as teaching children about healthy, respectful relationships, focusing on family and friendships, in all contexts (including online). In addition, it develops an understanding of human identity.

We define health education as teaching children about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. This includes our children learning about the changing adolescent body, included in the expected outcomes for primary health education.

Curriculum Intention

Our R.H.E. curriculum is designed using 1Decision: a high-quality kitemarked P.S.H.E. and R.H.E. resource. It allows us to provide our children with the substantive knowledge, personal knowledge, disciplinary knowledge, attitudes and values they need in order to reach their potential as individuals. We aim to deliver a R.H.E. curriculum, which enables all children to know more, remember more and develop personally and socially, while tackling many social, moral and cultural issues that are part of growing up. We intent to support our children 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 provide opportunities for the children to learn about rights and responsibilities and equip them to make choices as they grow.

R.H.E. supports many of the principles of safeguarding and links closely to British Values and Harvills' vision, mission and values. Our children are encouraged to develop their sense of self-worth by contributing to school life and the local community.

Curriculum Implementation

R.H.E. permeates our entire school curriculum. It forms an integral part of our school ethos and values. Weekly 1Decision lessons follow the statutory curriculum and the three core P.S.H.E themes are covered.

R.H.E. in EYFS

ELG: Personal, Social and Emotional Development (self-regulation)

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

ELG: Personal, Social and Emotional Development (building relationships)

- Form positive attachments to adults and friendships with peers.

Key Stage 1 and Key Stage 2 R.H.E. Modules Delivered through 1Decision

- Relationships
- Growing and Changing
- Feelings and Emotions
- Computer Safety

R.H.E. content

Relationships	
Year 1 – Year 3	The Relationships module helps children to explore and understand a range of feelings, how feelings can be communicated without words and the importance of caring about other people's feelings. The topics in this module help children to understand situations from another person's point of view. Children will explore different types of relationships and, from this, they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.

Growing and Changing	
Year 4 – Year 6	The Growing and Changing module covers the expected statutory content for SRE (sex and relationships education). Within this module, children will have the opportunity to look at how we change and grow, including how we grow at different rates. Following on from the Year 1-3 Relationships module, children will continue to look at healthy and unhealthy relationships and will be provided with information on how to seek help if they feel worried or scared about a particular relationship they have with someone. This module also includes informative animations on puberty and conception.
Feelings and Emotions	
Year 1 – Year 3	The Feelings and Emotions module supports teachers to explore mindfulness. Children have the opportunity to recognise and name a range of emotions and develop an understanding of their physical effects, distinguishing between those that feel pleasant and those that feel unpleasant or uncomfortable. Children will acquire a range of strategies for managing unpleasant/uncomfortable emotions and be able to apply these in real-world scenarios. This module also offers a range of relaxation recordings that can be used to help children manage their feelings.
Year 4 – Year 6	Building on the Year 1-3 Feelings and Emotions module, this module allows children to explore their own feelings further, as well as the feelings of those around them. Within the topics, there are many opportunities to help children gain the skills to manage their emotions positively and to understand how and where to seek help if needed. This module offers a range of relaxation recordings that can be used if required.
Computer Safety	
Year 1 – Year 3	The Computer Safety module helps children to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. Children will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations. This module includes a documentary about staying safe online.
Year 4 – Year 6	The Year 4-6 Computer Safety module offers the perfect opportunity for children to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, children will gain the skills and knowledge to enable them to cope in the media generation. The video topics cover image sharing, online bullying, and making friends online.

Inclusion

Our R.H.E. curriculum is a universal core curriculum provision for all children. Inclusivity is part of its philosophy and one of our core values.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (S.E.N.D) and those who are more-able, gifted and talented (MAGT). We have the highest aspirations and expectations for all children to be the very best they can be by providing them with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

Teachers will involve all children through carefully planned and differentiated activities to tailor each lesson to meet the needs of the children in their classes. Discussions between class teachers and the wellbeing/safeguarding team will be held when particular units include content which may cause emotional distress or trauma to identified children (for example, looked after or adopted children). Parents, carers and/or external agencies will be consulted upon, if deemed necessary. This will ensure that a plan of how and what we deliver is well-informed and appropriate for all.

If a child attends Infinity Hub full time, the Development Matters guidance is used, in conjunction with the Preskills Curriculum developed by the Complex Communication and Autism Team from Sandwell Inclusion Support.

Safeguarding and Confidentiality

Safeguarding is at the heart of our Relationships and Health Education (RHE) provision. All R.H.E. teaching is delivered in line with our school's safeguarding and child protection policies, ensuring that children feel safe, supported and respected. Lessons are designed to create a secure environment where sensitive topics can be explored with care and age-appropriate boundaries. Staff are trained to respond appropriately to disclosures and to follow established procedures when concerns arise. While children are encouraged to share their thoughts and ask questions, they are reminded that some information cannot remain confidential if it raises safeguarding concerns. Our approach prioritises children's wellbeing and ensures that all children are protected and valued.

The learning environment

Establishing a safe, open and positive learning environment- based on trusting relationships between all members of the class, adults and children alike- is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. In addition, in every classroom, children have access to the class nest if they require further support.

Training and support for staff

All staff benefit from R.H.E training in order to enhance their delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided. In addition to this, support for teaching and understanding R.H.E. issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

Teaching sensitive issues

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group situation or by an individual.

Some issues that we address are likely to be sensitive and controversial, because they have a political, social or personal impact. In addition, they may deal with values and beliefs, including family lifestyles and values; physical and medical issues; financial issues; bullying; and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering difficult questions

Primary-age children will often ask their teachers, or other adults, questions which go beyond what is set out for R.H.E. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Both formal and informal questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. A question box will be available in order to avoid 'open question' sessions. The school believes that individual teachers must use their skill and discretion in this area and refer to the safeguarding lead if they are concerned.

Sensitivity is key to ensure children, with direct or indirect experiences of any protective characteristic (race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment), have their questions answered appropriately and are provided with support when required. Any bullying relating to any protected characteristic is dealt with strongly yet sensitively.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject children to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and

young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive R.H.E. will foster good relations between children, tackle all types of prejudice – including homophobia – and promote understanding and respect. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes racism, homophobic, sexist, sexual, transphobic, disability, faith or pregnancy related discrimination or bullying) and Section 4.2 of the national curriculum (2014) states: “Teachers should take account of their duties under equal opportunities legislation that covers all protective characteristics including race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Working with parents and carers

We recognise that parents and carers are the primary educators of their children in matters relating to relationships and health. Our school is committed to working in partnership with families to ensure that the R.H.E. curriculum complements and supports learning at home. Parents will be informed about the content and timing of R.H.E. lessons through termly curriculum overviews and consultation opportunities. While Relationships and Health Education are statutory, parents retain the right to withdraw their child from any non-statutory sex education components. We encourage open dialogue and welcome feedback, ensuring that all concerns are addressed respectfully and in line with our school’s values of transparency and inclusion.

Curriculum Impact

Our children will become healthy and responsible members of society, equipped with the substantive knowledge, personal knowledge and disciplinary knowledge to make the right choices in society. This will enable them to behave in a mutually respectful manner, forming caring, positive and healthy relationships with others. They will be able to recognise and celebrate their own and others’ unique characteristics. Our children will demonstrate and apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty, alongside our school values. We want them to display a healthy outlook towards school and their learning, to enable good attendance and achieve age-related expectations. Our children will be on a journey that is preparing them for life and work in modern Britain.

Role of the R.H.E. Leader

It is the responsibility of the subject leader to ensure the following:

- Provide strategic leadership and direction for the subject.
- Support teachers in navigating the curriculum and planning effective lessons.
- Lead by example through high-quality teaching in their own classroom.
- Organise and deliver staff professional development with Headteacher support.
- Collaborate with the inclusion manager to ensure accessibility for all pupils.
- Observe teaching and provide constructive feedback to colleagues.
- Monitor pupil work and evidence regularly to assess curriculum impact.

- Coach and mentor staff when appropriate to build confidence and expertise.
- Deliver demonstration lessons to model best practice.
- Participate in professional development to enhance subject knowledge.
- Communicate curriculum updates to parents and carers.
- Audit resources annually to inform purchasing and ensure adequate provision.
- Identify strengths and areas for improvement within the subject.
- Report regularly to the Headteacher and governors on subject progress.

The role of the Headteacher and Governing body

It is the responsibility of the governors to ensure the following:

- All children make progress in achieving the expected educational outcomes in Relationships and Health Education (RHE).
- RHE is well led, effectively managed, and strategically planned across the school.
- The quality of RHE provision is regularly and rigorously self-evaluated to ensure continuous improvement.
- Teaching is inclusive and accessible to all pupils, including those with special educational needs and disabilities (SEND).
- Parents receive clear information about RHE content and understand that withdrawal from this statutory curriculum is not permitted.
- RHE is appropriately resourced, staffed, and timetabled to meet statutory requirements and support effective delivery.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Inclusion

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities (SEND) and those who are more-able, gifted and talented (MAG&T). We have the highest aspirations and expectations for all children to be the very best they can be.

We aim to provide all children, including those with SEND or MAG&T, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community. Teachers will involve all children through carefully planned and adapted activities.

If a child attends Infinity Hub full time, they will engage in this subject through differentiated and adapted activities (if appropriate), based on their year group's curriculum, that are designed to meet the individual ability level and needs of each learner.

If subject-specific learning is not developmentally appropriate, the Development Matters guidance is used, in conjunction with the Pre-skills Curriculum developed by the Complex Communication and Autism Team from Sandwell Inclusion Support and the Towards Independence Hierarchy. These

varying pieces of guidance aim to support children to develop language, communication and independence skills at the level they are working at.

Assessment

Rationale for assessment of the foundation subjects at Harvills Hawthorn Primary:

- Assessment against the taught curriculum is an on-going process
- Teachers assessments are based on how well the children achieve within a subject
- Assessment is based on the evidence the children produce, how they participate within lessons and verbal contributions that demonstrate understanding
- These assessments inform the teacher of how well the children are doing and what needs to be taught next
- The assessments are recorded at the end of unit

Reporting

Parents will be given opportunities throughout the academic year to discuss their child's progress in R.H.E.. At the end of each school year, parents will receive a written report based on assessments carried out.

Monitoring and Review

Monitoring of R.H.E. lessons is undertaken according to the school's monitoring policy. Lesson looks are undertaken by the R.H.E. leader. Book looks take place in each block. Pupil voice is pursued regularly. An annual subject self-evaluation form, evaluating strengths and weaknesses in the subject and indicating areas for future development are provided to the Headteacher. This is reported to the curriculum committee of the governing body.

Appendix A: Relationships Education

Families and people who care for me	Children 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 relationships	Children 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	Children 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	Children 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	Children 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.

Taken from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE Statutory Guidance - RHE Curriculum Content to be delivered to Primary.'