

Harvills Hawthorn Relationships and Health Education (RSHE) Policy

(delivered through 1Decision)



2026-2027

Subject leader: H. Marsden

This policy outlines the teaching, organisation and management of the RSHE 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 RSHE 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.

Coverage of Physical Health and Mental Wellbeing

Our Health Education curriculum covers all statutory outcomes for physical health and mental wellbeing. These include healthy eating, physical activity, dental health, sun safety, hygiene, sleep, basic first aid and the link between physical and mental health. Children learn strategies for maintaining positive mental wellbeing, recognising emotions, managing worries and understanding when and how to seek help. These outcomes are delivered through science, PE, PSHE, assemblies and wider school provision.

Curriculum Intention

Our RSHE curriculum is designed using 1Decision: a high-quality kitemarked P.S.H.E. and RSHE 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 RSHE 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.

RSHE 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

RSHE 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.

RSHE 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 RSHE Modules Delivered through 1Decision

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

RSHE content

Relationships
In Year 1, children begin to develop an early understanding of positive relationships in everyday life. They explore their ideas about how people show care, kindness and respect at home and at school. Children begin to recognise behaviours that help build positive relationships and those that may upset others. They learn simple ways to treat others kindly and begin to understand how trusted adults can help when they need support with friendships or feelings. In Year 2, children deepen their understanding of positive relationships by exploring emotions and how they influence the way people treat one another. They learn to recognise and name a range of feelings and understand that emotions can be expressed through words and actions. Pupils develop empathy by considering situations from another person's point of view and why it is important to care about others' feelings. They also begin to recognise bullying behaviours and explore ways to respond and seek help. In Year 3, children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships. Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable.
Growing and Changing
In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow. Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people. In Year 5, children further develop their understanding of relationships by exploring the changes that occur during puberty and how these can affect their bodies, emotions and interactions with others. They learn about the importance of respect, privacy and personal boundaries as they grow. Pupils also revisit a range of relationship topics, reflecting on the views of adults and children beyond the school setting through discussion and activities about respectful and healthy relationships. In Year 6, children consolidate and extend their understanding of respectful and healthy relationships as they prepare for greater independence. They explore how relationships may change as people grow and recognise behaviours that support positive interactions. Pupils evaluate situations that may affect relationships and develop strategies to respond responsibly and seek support when needed. With parental consent, children will also learn about human reproduction and how conception occurs.
Feelings and Emotions
In Year 1, children begin to develop an early understanding of feelings in everyday situations. They share their ideas about different emotions and recognise how feelings can affect their bodies and behaviour. Children learn to name a range of feelings and understand the difference between pleasant and unpleasant ones. They explore simple ways to express their feelings through words

and actions and learn basic strategies to help manage uncomfortable emotions.

In Year 2, children deepen their understanding of feelings and emotions by learning how emotions such as anger and worry can affect their thoughts, behaviour and bodies. They learn to recognise and name these emotions and identify situations that may cause them. Pupils explore ways feelings can be communicated through words, actions and body language. Through discussion and activities, children practise simple strategies to manage uncomfortable emotions and express their feelings in positive ways.

In Year 3, children broaden their understanding of feelings and emotions by learning about grief and loss in an age-appropriate way. They explore how experiences of loss can affect how people feel, think and behave, and recognise the emotional and physical responses that may occur. Pupils build on their understanding of pleasant and unpleasant emotions and consider situations that may cause different feelings. Through discussion and activities, they practise strategies to manage and express emotions in positive ways.

In Year 4, children re-establish what they already know about feelings and emotions before building on this through more complex learning. They revisit how different situations can cause a range of emotions and identify strategies to help manage and express their feelings in positive ways. Pupils explore more challenging emotions and recognise the physical and emotional responses these feelings may bring. Through discussion and activities, they consider how their responses can affect themselves and others.

In Year 5, children further develop their understanding of feelings and emotions by exploring how anger can be triggered and how it may affect thoughts, behaviour and physical reactions. They consider how anger can influence actions and relationships and learn to evaluate helpful and unhelpful responses. Pupils practise strategies that support positive ways of managing strong emotions. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.

In Year 6, children consolidate and extend their understanding of feelings and emotions as they prepare for new experiences and greater independence. They explore how emotions such as worry may arise during times of change, including the transition to secondary school, and how these feelings can affect thoughts and behaviour. Pupils develop strategies to manage emotions in positive ways. They also reflect on communicating worries, seeking support from trusted people and taking responsibility for their emotional wellbeing.

In Year 1, children begin to develop an early understanding of technology and how it forms part of everyday life. They explore their ideas about devices such as computers and tablets and consider how technology can be used in helpful ways. Pupils learn that the same kindness and respect shown in real life should also apply when using technology. They also begin to understand who they can ask for help if something worries them.

In Year 2, children deepen their understanding of technology and how it can be used safely and responsibly. They explore the positives and negatives of using technology and begin to recognise how what they do when using devices can affect others. Pupils learn simple rules that help keep themselves and others safe and consider why these rules are important. They also develop their understanding of who they can ask for help if something online or on a device worries them.

In Year 3, children broaden their understanding of how to stay safe when using technology by exploring potential risks that can arise when communicating online. They learn to recognise possible dangers, including the risks of talking to strangers in online spaces, and consider the consequences of unsafe choices. Pupils also explore the positives and negatives of using technology and develop their understanding of safe and risky behaviour online before progressing to more complex online safety topics.

In Year 4, children re-establish what they already know about staying safe when using technology before building on this through more complex learning. They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour. Pupils explore positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping strategies and who they can ask for help

In Year 5, children further develop their understanding of how to use technology safely and responsibly by exploring how choices, influences and peer pressure can affect decision making online. They learn why people may share images online and identify rules that help keep themselves and others safe. Pupils consider the possible consequences of sharing images and recognise situations where they may feel pressured. Through discussion and activities, they reflect on the views of adults and children beyond the school setting to build their understanding.

In Year 6, children consolidate and extend their understanding of how to use technology safely and responsibly. They explore the range of applications they may use now and in the future and consider why some platforms have age restrictions. Pupils recognise that people online may not always be who they say they are and evaluate situations that may place themselves or others at risk. They develop strategies to stay safe online and offline as they prepare for greater independence.

Online Safety and Digital Literacy

In addition to teaching children how to stay safe online, our curriculum supports pupils to develop digital literacy. Children learn how information and data are shared online, how to evaluate online content critically, how advertising and influencers can shape opinions, and how to recognise risks associated with communicating with people they do not know. These skills prepare children to navigate the digital world safely and responsibly.

Inclusion

Our RSHE 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 RSHE 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 RSHE 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 RSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies. All staff delivering RSHE receive regular training to ensure they are confident, knowledgeable and able to respond sensitively to pupils' needs. Training includes safeguarding and handling disclosures, teaching about protected characteristics, answering difficult questions and delivering age-appropriate content on relationships, health and online safety. Staff are supported through CPD, coaching and access to external expertise where appropriate.

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.

Faith, Values and Balanced Presentation

Teaching will be sensitive to the faith backgrounds, values and lived experiences of all pupils. Staff will ensure that discussions are respectful, balanced and inclusive, while meeting statutory requirements. In line with the Education Act, teachers will not promote partisan political views and will present political or controversial issues in a balanced way. Children will be supported to recognise bias, evaluate evidence and express their own views confidently and respectfully.

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 RSHE. 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 RSHE 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

Sex Education at Harvills Hawthorn

At Harvills Hawthorn, sex education refers to teaching about human reproduction that goes beyond the statutory National Curriculum for science. Teaching about puberty and the changing adolescent body forms part of compulsory Health Education and cannot be withdrawn from.

Parents retain the right to withdraw their child from any non-statutory sex education content. Requests for withdrawal must be made in writing to the Headteacher. A meeting will be offered to discuss the request, ensure clarity about what is statutory, and share the resources used. Following this meeting, the school will confirm the decision in writing and record it securely. Children who are withdrawn will be provided with purposeful, appropriate alternative learning.

Parent Consultation and Transparency

Parents and carers will be offered opportunities to view RHE resources, including 1Decision materials, and to discuss curriculum content with staff. Consultation may take the form of information evenings, surveys or individual meetings. Curriculum overviews are available on the school website.

We welcome feedback from families and use it to refine our practice, ensuring that our RHE curriculum remains transparent, inclusive and supportive.

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.

Pupil Voice in RSHE

Pupil voice is central to evaluating and shaping RSHE provision. Children's views are gathered through school council discussions, surveys and informal feedback. This information is used to refine teaching approaches, identify areas where further support is needed and ensure that RSHE remains relevant and meaningful to all pupils.

Role of the RSHE 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 RSHE. At the end of each school year, parents will receive a written report based on assessments carried out.

Monitoring and Review

Monitoring of RSHE lessons is undertaken according to the school's monitoring policy. Lesson looks are undertaken by the RSHE 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. This policy will be reviewed at least every two years, or sooner if statutory guidance changes. RSHE links closely to other school policies, including Safeguarding and Child Protection, Behaviour, Anti-Bullying, Online Safety and SEND. These policies work together to ensure a consistent, safe and supportive approach to children's personal development.

Appendix A: Relationships Education

Families and people who care for me	Children should know
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	• 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.'