



Castle Hill Primary School Relationships and Health Education Policy

Last reviewed: July 2026

Reviewed by: Head Teacher

Review frequency: Annual

Approved by: Curriculum & Standards Committee

Review next due: July 2027



As a committed member of UNICEF and a follower of the conventions in everything we do, we are a rights-respecting school. Therefore, in writing this policy, we relate to Articles 1,2,5,6,34,36. This Policy should be read alongside the Safeguarding, Behaviour, and Anti-Bullying and Hate Crime policies.

1. Introduction

In this document, Relationships and Health Education (RHE) is defined as learning about the emotional, social and physical aspects of growing up. It is about understanding the importance of stable and loving relationships, respect, love and care. In our school, RHE is an ingrained part of the Personal, Social, Health and Economics curriculum (PSHE); the planning is tailored to both the age and physical and emotional maturity of the children and is planned and delivered in line with Relationships and Sex Education and Health Education statutory guidance (July 2025).

2. Rationale

What is the aim of RHE?

RHE aims to provide children with the knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. RHE can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development, as well as support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. RHE can also support prevention of harms by helping young people understand and identify when things are not right.

What is RHE?

The term Relationships and Health education – RHE – is used rather than ‘sex education’. This is to stress that, in line with the DfE 2025 Guidance, our approach at Castle Hill Primary School goes beyond provision of biological information to focus also on clarifying attitudes and values, developing self-esteem and the skills to manage relationships. The focus is on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults in all contexts, including online.

What is the school's approach to RHE?

The school's approach to RHE consists of:

1. RHE modules delivered within a planned PSHE programme.
2. The National Curriculum Science Programme of Study.
3. Pastoral support for pupils who experience difficulties.
4. Provision of appropriate information through leaflets and books.
5. Intervention and advice from the school nurse or other external agencies, as and when appropriate.

Statutory Requirements

The statutory guidance for Relationships Education, Relationships and Sex Education, and Health Education (England) requires that Relationships Education is compulsory in all primary schools. From September 2026, schools must ensure their curriculum and policy reflect the updated guidance issued by the Department for Education (DfE).

Sex Education is not compulsory in primary schools however puberty and human development is covered in the Relationships and Health Education content and the Department for Education (DfE) continues to recommend that primary schools provide age-appropriate sex education to support pupils' understanding of their bodies and relationships, tailored to the maturity and needs of pupils.

Schools are also required to ensure that all teaching is age-appropriate, inclusive, and supports pupils' safety and wellbeing, including in relation to online contexts and safeguarding.

3. Equal opportunities

The school strongly believes that all pupils should have access to RHE that is relevant to their needs. To achieve this, the school's approach to RHE will take account of:

- Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes to RHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

- Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.
- Sexuality. Some of our pupils will go on to define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RHE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying.
- Special educational needs. We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RHE needs.

4. A Whole School Approach

Teaching staff

All teachers are involved in the school's RHE provision. Some RHE is taught through the PSHE programme and some through Science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RHE and aided in their work by provision of resources, background information, and access to appropriate training and support and advice from experienced members of staff.

Non-teaching staff may be involved in a supportive role in some RHE lessons and play an important, formal or informal pastoral support role with pupils. They will have access to information about the RHE programme and be supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RHE provision and policy.

Parents/carers have a legal right to have information about the school's RHE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons. The class teacher or PSHE subject leader would be willing to work with them at any point, however, under the new statutory guidance, parents cannot withdraw their children from Relationships Education. They may only withdraw their child from sex education beyond the national curriculum for Science.

The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. Parents will be informed in advance of any discrete teaching of RSE lessons. If a parent/carer has any concerns about the RHE provision we will take time to address concerns and allay any fears.

Outside agencies and speakers may be involved in contributing to RHE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.

Pupils have an entitlement to RHE and pastoral support appropriate to their age and circumstance. They will be consulted about their RHE needs and their views will be central to developing the provision.

5. The teaching of RHE

The taught RHE programme will be delivered as part of the school's approach to PSHE, in line with Jigsaw PSHE, which is a graduated, age-appropriate programme. In addition, certain biological aspects are taught through Science lessons. Elements of RHE will arise in other areas of the curriculum. Relationship and Health education takes place within mixed sex classes, or single gender groups as deemed appropriate and relevant.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately, it may be more appropriate to address them later. Castle Hill Primary School believes that individual teachers must use their skill and discretion in these situations and could refer to the PSHE subject leader, Designated Safeguarding Lead or SENDCo. Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting. Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness. Pupils will also be encouraged to write down questions anonymously and post them in a 'bubble box'. The teacher will have time to prepare age appropriate answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge the question and attend to it later on an individual basis. Teachers will not provide more information than is appropriate to the age of the

child. If a teacher is concerned that a pupil is at risk of sexual abuse, the DSL will be informed and child protection procedures will be followed.

6. Confidentiality

Teachers conduct RHE in a sensitive manner and in confidence. Good RHE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report. School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Should disclosures be made to a member of staff by a child regarding their possible involvement in sexual activity, the school's Confidentiality and Safeguarding Policies should be referred to.

7. Monitoring and Reviewing

The governing body monitors our RHE policy on an annual basis. If, after consultation with the teaching staff, the policy needs modification, the committee reports its findings and recommendations to the full governing body. The Management Committee gives serious consideration to any comments from parents about the sex education programme.