



## **PRIOR HEATH INFANT SCHOOL POLICY AND PROCEDURES STATEMENT**

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**TITLE: RELATIONSHIPS & HEALTH EDUCATION**

**DATE: February 2026**

**REVIEW: February 2027**

**APPROVED/MONITORED BY: Designated governor for Curriculum & Teaching**  
**AGREED BY: Whole school staff and Governors**

Relationships and Health Education (RHE) is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information, and exploring issues and values.

### **School aims**

Our aim is to give pupils the knowledge and tools they need to lead safe, healthy and happy lives by:

- Giving pupils an understanding of relationships and the importance of health and hygiene.
- Helping pupils develop feelings of self-respect, confidence and empathy.
- Creating a positive culture around issues of relationships.
- Teaching pupils to recognise online harm and online pressure.
- Teaching pupils the correct vocabulary to describe themselves and their bodies.
- Providing a framework in which sensitive discussions can take place.

### **Statutory Requirements**

This policy is written in accordance with the DFE's statutory foundations (2019) with guidance (2025) which becomes mandatory in September 2026. It also aligns with Keeping Safe in Education (KCSIE) 2026 (specifically around online safety and misogyny) and The Equality Act 2010 ensuring we are inclusive of all protected characteristics.

We believe that RHE is vital for the personal, social and emotional development of our pupils. It helps children to develop healthy, nurturing relationships with other children and with adults. As a school we aim to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships whilst also promoting their spiritual, moral, social, cultural, mental and physical development. We aim to teach RHE using sensitive, sufficient, well-chosen and appropriate opportunities and contexts for pupils to embed new knowledge so that children can use it confidently in real life situations. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.

### **Our approach to the teaching and learning of RHE**

RHE is delivered as part of our Personal, Social, Health and Economic (PSHE) curriculum, which has planned weekly lessons across the school as well as throughout the school day as different situations or issues arise. Children will learn to recognise what a healthy relationship looks like, to build and maintain happy, healthy relationships with others and to recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. RHE also teaches pupils (i) to recognise unhealthy behaviours, (ii) to keep safe, (iii) to identify potential dangers both on and offline, (iv) to report any concerns, worries or abuse and (v) where to access help when needed. Themes and teaching content are adapted to meet the needs of individual pupils, classes or groups. RHE is also taught through Science (naming parts of the body), Computing (keeping safe online), PE (keeping healthy) and through our school values and assemblies. We draw links between the subjects and integrate teaching where appropriate. Other more sensitive issues will be dealt with on an individual basis.

The National Curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth onwards.

The National Curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers online safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

We use the NSPCC PANTS material to teach children about keeping safe - PANTS is an acronym devised to teach children the underwear rule: privates are private; always remember your body belongs to you; no means no; talk about secrets that upset you and speak up, someone can help. Click here to view PANTS NSPCC parental guidance <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

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

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

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).

Delivery will be through:

- Planned elements of National Curriculum subjects e.g. Science.
- The teaching and modelling of our school values of Independence, Responsibility, Kindness, Perseverance and Teamwork.
- Discrete PSHE lessons.
- Pastoral sessions e.g. social intervention groups, ELSA sessions.
- Assemblies.
- Occasional planned and negotiated visits from external visitors e.g. the school nurse.
- Daily classroom activities e.g. story times, speaking and listening tasks, continuous provision and Circle Time.
- Appropriate content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and English as an additional language.
- Regular revision of policy and practice.
- Recognising that adults are role models for children.

## **Impact**

Through the teaching and learning of RHE, children will develop skills to know how to keep safe and what to do or who to speak to if they do not feel safe. They will be equipped with the emotional and practical skills to make age appropriate and informed decisions and actions about their physical and mental wellbeing, health and relationships.

## **Special Educational Needs**

Teaching is differentiated and personalised to ensure accessibility for all. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. As with all teaching, we ensure that teaching is sensitive, age-appropriate and developmentally appropriate.

## **Equal opportunities**

All children are entitled to equal opportunity of access to the National Curriculum including RHE regardless of sex, race, gender or ability as defined in the school's Single Equality Policy.

## **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 parental requests to withdraw pupils from non-statutory components of RHE.

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Using accurate scientific vocabulary when teaching Science.

Staff do not have the right to opt out of teaching RHE. Any member of staff who has a concern about teaching RHE is encouraged to discuss this with the Headteacher. Where necessary, CPD opportunities will be provided to staff to support their teaching of RHE.

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

## **Parents**

As an infant school, we only offer statutory RHE education. Therefore, parents do not have the right to withdraw their child from the curriculum we offer for RHE.

If parents have any concerns about the school's policy, a copy is available on the school website and in the school office for them to see. Parental concerns should be discussed with the Headteacher.

## **Resources**

See appendix 1 for the progression of knowledge and skills across the school.

## **Links to other School Documents**

Please also refer to these policies in relation to RHE:

Accessibility Policy  
Anti-Bullying Policy  
Behaviour Policy  
Child Protection and Safeguarding Policy  
PSHE Policy  
Science Policy  
SEND and Inclusion Policy  
Single Equality Policy  
Teaching and Learning Policy

**PRIOR HEATH INFANT SCHOOL  
RELATIONSHIPS and HEALTH EDUCATION POLICY**

**APPENDIX 1**

Whole School Relationships and Health Education Progression RHE taught through PSHE/RE/PE/Science/Computing - Online safety			
	YR	Y1	Y2
Families and people who care for me	Pupils can identify the special people in their lives. To identify that our families may be different to others and what different families may look like.	Pupils can identify the people who look after them and what makes them special To identify that our families may be different.	Pupils can identify the people in their family, who to go to if they are worried. To identify that families can be different to others and what these families may look like.
Caring friendships	To understand how we can be a good friend To know how we can be kind to others.	Revisit being a good friend and listening to others. To know that healthy friendships are positive and for pupils not to feel lonely or excluded. To know that friendships have ups and downs and these can be worked through. Learning to say NO	Revisit being a good friend - characteristics of a good friend. Importance of caring friendships and being a good friend. Beginning to manage uncomfortable situations and disagreements. Ok to say NO Recognise different types of teasing, bullying, understanding these are wrong and unacceptable.
Well - being	To discuss and recognise feelings	Recognise the different feelings of relaxed and tense. Finding ways to stay calm and relaxed.	To understand that sometimes we can be angry. Discuss strategies to help pupils to manage their feelings and feel calm.
Respectful friendships	To have a positive self-image and identify things that the children are good at and goals to better themselves.	The importance of self-respect through identifying their talents and what makes them good about themselves. Pupils can identify and respect the similarities and differences between people.	Discuss boundaries within friendships. Pupils can identify the ways in which people and families are unique. That everyone is different and to accept differences.

Online Safety	To know about privacy, not sharing passwords and personal information - ongoing through KS1	To know that the internet is useful but we must stay safe online. To let adults know when there are things that are inappropriate or things they don't understand.	To understand the importance of keeping personal information private. They understand where to go for help and support when they have concerns about content or contact when using technology.
Science	Human body part linked to senses Naming body parts	To know about animal characteristics. - eggs/live young, mammals feed their baby's milk. Naming parts of the body. Growth and life linked to minibests.	Growing - life cycle of a person from birth to adult. Naming parts of our body and recognise how each part is important.
Being Safe	Sun awareness -To stay safe in the sun and prevent damage to our skin. Fire safety, Road safety, Water safety What to do in a lockdown Taking care during play Danger from tricky adults which may include strangers Recognise difficult and unsafe situations Recognise that each person's body belongs to them and to be aware of inappropriate touch. PANTS - understand body has private parts and recognise when touch is not acceptable. Medicines		
Physical Health and Fitness	To recognise how exercise makes you feel. How does our body change when we exercise? Importance of hand washing	Explore the importance of activity and the impact on the heart. Know why it is importance of hand washing.	Benefits of exercise, PE, clubs, team games, Importance of regular exercise. Explore simple personal hygiene. Hand washing - understand that some diseases are infectious
Basic First Aid	To recognise people who help us	To recognise when we feel unwell. Identify when to get help and adults who can help. Cleaning a minor cut	Making an emergency call
Healthy Eating	To identify and choose healthy foods	Discuss healthy eating and make good choices	To explore different food groups and balanced meals