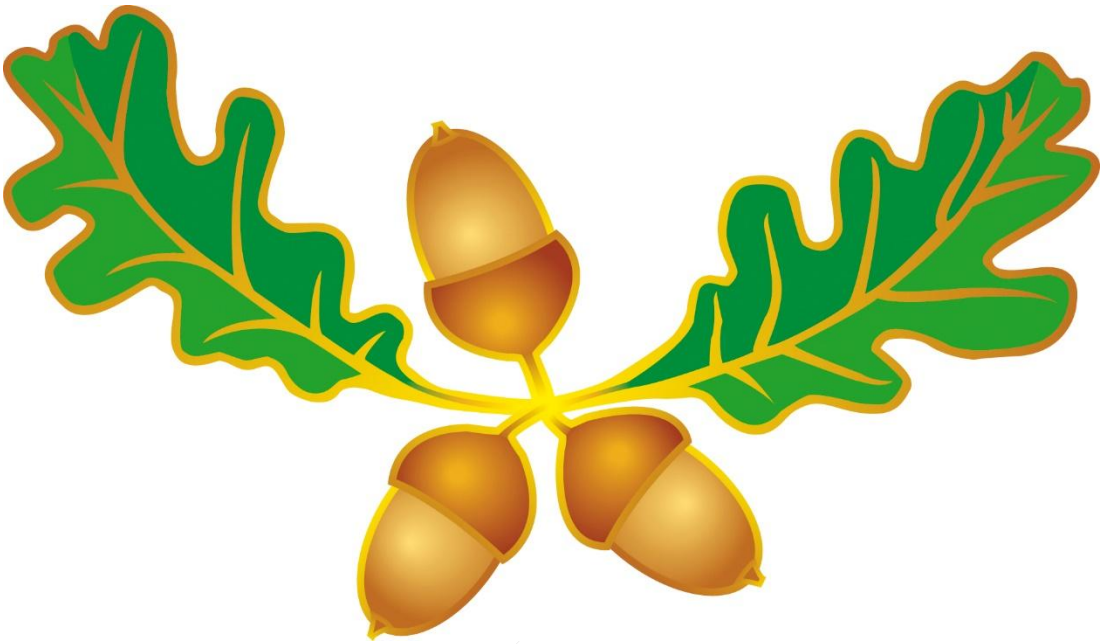
Oaklands Infant School



RHE Policy

July 2026

Date of Draft Policy:	June 2026	
Consultation with Staff Required:	Yes ☒	No☐
Period of Consultation (if required):		
Policy Reviewed By:	Local Governing Committee Bridge Executive Board	
Policy Approved By:	Bridge Executive Board	
Date of LGC Meeting at which Policy Approved:	1st July 2026	
Date of Adoption of Policy	2nd July 2026	

This policy covers Oaklands Infant School's approach to the DfE's statutory Relationships and Health Education (RHE) curriculum. It was produced by the PSHE lead through consultation with parents, teaching staff and the governing body.

Definition

Relationships and Health Education (RSHE) is a compulsory part of the national curriculum designed to equip students with the knowledge, skills, and positive values needed to lead safe, healthy, and fulfilling lives. It provides an age-appropriate foundation for physical and emotional development.

Rationale and Ethos

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Secretary of State, DfE (2019)

At Oaklands we believe that we have a responsibility to work with parents and carers to educate our children about growing up and developing relationships in an age-appropriate and inclusive manner. Through the DfE's statutory RHE, and wider PSHE curriculum, we aim to present relevant facts and issues in an objective and balanced way. We will provide children with knowledge and understanding, personal and social skills, and attitudes and values that will support them to learn to respect themselves and others, and move confidently from childhood through adolescence and into adulthood.

We ensure that RHE is inclusive and meets the needs of all our pupils, including those with SEND, through the use of differentiated resources and activities.

We ensure RHE fosters gender equality and LGBTQ+ equality through the teaching of acceptance and valuing of difference, and equal, non-judgmental access to resources across the school.

Aims

Our RHE policy aims to enable children to:

- Make and keep good relationships with friends and family
- Respect their own and others' ways of life, feelings, bodies, belongings and places
- Feel good about the way they are growing up
- Prepare them for the opportunities, responsibilities and experiences of adult life
- Make responsible, informed and healthy decisions about their lives, both now and in the future
- Encourage safe behaviours and prevent unsafe behaviours

Roles and Responsibilities

At Oaklands Infant School we teach and support our children in RHE with skill and sensitivity, knowing the children and having trusting relationships.
The planning of RHE is produced by the PSHE lead.
The delivery of RHE is the responsibility of:

- Teaching staff
- LSAs working within the classes

- HLTAs
- Health professionals such as the school nurse
- Parents and adults caring for children at home

Teaching staff receive training on aspects of RHE as appropriate.
The RHE curriculum planning and delivery is supported by the governor for safeguarding and well-being.

Legal Requirements:

We are required to teach RHE as set out in the DfE statutory guidance (2025): Relationships Education, Relationships and Sex Education (RSE) and Health Education, issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This makes relationships education compulsory for all pupils receiving primary education.

Further guidance and legislation is set out in the following documents:

- Keeping Children Safe in Education (2025)
- Children and Social Work Act (2017)
- SEND Code of Practice (2015)
- Equality Act (2010)
- Education and Inspections Act (2006)
- Children Act (2004)
- Section 122 Local Government Act 2003 that prohibits the teaching in state schools of the acceptability of homosexuality as a 'pretended family relationship'.
- Education Act (2002)
- Education Act (1996)

Curriculum Design

RHE is taught across all year groups. This is in keeping with the statutory guidance on Relationships Education, non-statutory PSHE Framework, the statutory EYFS curriculum and the statutory Computing and Science National Curriculum.

'The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.'
DfE statutory guidance (2025): Relationships Education, Relationships and Sex Education (RSE) and Health Education, p7

In line with the DfE statutory guidance the curriculum is designed to follow the guiding principles for RHE (see Appendix A for further details):

- Engagement with pupils
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education
- Whole school approach

Themes and topics
Under the DfE (2025) statutory guidance there are five key themes that comprise the Relationship Education element of the curriculum:

1. Families and people who care for me
2. Caring friendships
3. Respectful, kind relationships
4. Online safety and awareness
5. Being safe

There are eight key themes that comprise the Health and Wellbeing Education component of the curriculum:

1. General wellbeing
2. Wellbeing online
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol, tobacco and vaping
6. Health protection and prevention
7. Personal safety
8. Basic first aid
9. Developing bodies

These themes are incorporated into the wider curriculum for EYFS under the prime area of Personal, Social and Emotional Development. In Key Stage 1 RHE is taught as part of the PSHE curriculum. It covers the PSHE Association's objectives for KS1 through the use of the Kapow scheme of work, enhanced by other recommended resources as appropriate. This ensures breadth and depth of coverage across the key stage. Objectives are taught at a level that is appropriate for the age and stage of development of the children and this is reviewed and adapted each year by class teachers to reflect the needs and abilities of particular cohorts.

The themes are covered under the topic headings:

EYFS (from the Statutory Framework for EYFS)	Key Stage 1 (from the Kapow scheme of work)
Personal, Social and Emotional Development: • Self-regulation • Managing self • Building relationships	• My healthy self • Connecting with others • The online world • Staying safe • Health protection • Growing up

Further information about when and how these topics are taught can be found in the long- and medium-term planning for each Key Stage.

To ensure that our RHE curriculum is matched to the needs of our pupils and the local community it is developed in consultation with governors, parents, pupils and staff, and by comparing data for the local area with national statistics using Public Health England Public Health Profiles at https://fingertips.phe.org.uk/ and https://data.essex.gov.uk/jsna/

Methodology
As part of the PSHE curriculum RHE in KS1 is taught through a weekly class lesson. The topics covered are then reinforced through weekly PSHE assemblies.

A range of teaching styles and active learning techniques are used to deliver the content. This may include: role play, class discussions, paired or group work, brainstorming, distancing techniques, storytelling, worksheets, video clips, learning from real-life experience, presentations, 'draw and write'.

The curriculum is enhanced through additional focus days/weeks such as Safer Internet Day and Children's Mental Health Week.
In addition, the core values of RHE are embedded across the whole school throughout each day through our Oaklands Code, behaviour curriculum and Zones of Regulation, and through cross-curricular links in Science and Computing.

Adaptations
Lessons are adapted in a variety of ways to ensure that the topics are accessible to all children. The PSHE Lead plans the content for each lesson. Class teachers then use their knowledge of individual pupils to differentiate the activities appropriately so that each child can access them successfully and make progress.

Adaptations may be provided through the level of support (peer or adult), recording methods, the task, expectations or resources.

Resources
Resources are carefully selected and checked for their suitability by the PSHE Lead in consultation with staff where appropriate. Advice is also sought from area advisers when needed. Various resources will be used and updated as necessary and may include: books, online video clips, interactive resources and real-world objects.

In addition to resources provided through the Kapow scheme of work, plans, activities and online resources are also used from the PSHE Association, NSPCC, Think!, Clever Never Goes and Zones of Regulation programme.

Assessment
Assessment for learning opportunities are provided during individual lessons to form part of on-going assessments to enable teachers to gauge the understanding of pupils, which can be used to adjust teaching in subsequent lessons.

Assessment activities may include: mind maps, quizzes, continuums, thumbs up/down, brainstorming, role play, 'draw and write'.

End of unit assessments are completed by teachers against its KPI, which can be found in the PSHE long-term plan.

Safe and effective practice
School staff work hard to build trusting relationships with and between pupils to enable them to feel comfortable to express their opinions openly. A safe learning environment is created through the Oaklands Code which promotes the values of kindness and perseverance, and keeping safe across the school all day every day.

Staff are aware that RHE may bring up sensitive issues for pupils. Teaching staff know individual pupils well and adapt lessons and activities to support their emotional needs. This may include providing time for children to discuss difficult topics 1:1 with an adult during or after lessons, using different resources or distancing techniques.

Ground Rules for lessons will be established including: respect, trust, positive contributions, listening and accepting other points of view.

We endeavour to teach using factual and objective delivery of the facts. In any instance where a teacher is unsure of how to tackle issues, how to word answers or what exactly to say, they need to refer to the PSHE Lead/DHT/HT. Where relevant the teacher should discuss the matter with the parents to seek their view and check for any information from the family or the past which may have an impact on the teaching of RHE in school.

Safeguarding

Teachers are aware that effective Relationships Education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff have received appropriate Safeguarding training and know the procedure for recording and reporting a disclosure to the designated safeguarding lead (Cath Williams) and in her absence to her deputies (Sam Jones, Gemma Cranstone and Amy Clark).

We believe that, included in our duty to keep children safe from harm, it is our responsibility to teach the correct scientific terms for biologically male and female genitalia in Key Stage 1 through age-appropriate activities.

Visitors to the school are made aware of safeguarding procedures on arrival through reading and consenting to terms when signing into the school.

Engaging Stakeholders

This policy will be available to parents and carers via the Oaklands Infant School website. A copy is also sent to parents via Tapestry after it has been reviewed in the Summer term each year. We are committed to working with parents and carers by keeping them informed of the topics being taught and by addressing any questions they may have. A link to the Kapow Parents Zone (RSE & PSHE Parent Information | Kapow Primary) is sent out to parents annually via Tapestry and the relevant Knowledge Organisers are posted on there at the start of each term. Individual lesson plans are available by request to the class teacher.

Parents will be notified that the scientific terms for biologically male and female genitalia will be taught in Key Stage 1. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from Sex and Relationships Education but explicitly states that this right only applies to those topics which fall outside the National Curriculum. It is a statutory requirement of RHE education for primary schools to teach the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts' (DfE 2025, p25).

How it is monitored & evaluated:

The effectiveness of the RHE policy and curriculum will be monitored in a range of ways such as through planning, observations, end of unit assessments, discussions with staff and pupil perceptions. These will be carried out by the PSHE Lead. The resources used will be evaluated. The views of pupils, staff and parents will be influential in adapting and amending the topics covered and planned learning activities, where appropriate.

RHE policy review date:
This policy will be reviewed every year by the Governors to ensure that it is in line with current Department for Education advice and guidance.

Ratified by Governing Body: Date:

Appendix A

Guiding principles for relationships, sex and health education

Schools should develop a curriculum with the following key principles in mind:

a. Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
b. Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.
c. Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
d. Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
e. Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
f. Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding.