



Little Ealing

PRIMARY SCHOOL

Policy	Relationship and Health Education (RHE)
Author of policy	LA Adopted
Last amendment date	July 2026
Renewal cycle	Annual
RENEWAL DATE	July 2027

1. Rationale Definition:

The following policy refers to Relationships Education and Health Education (RHE) at Little Ealing Primary School.

At our school, Relationships and Health Education focuses on teaching students about caring friendships, families, respectful relationships, online safety, general wellbeing, personal safety, growing up, and puberty, in line with the DfE guidance '**Relationships Education, Relationships and Sex Education (RSE) and Health Education**' 2025. This guidance will be referred to as the 'statutory RSHE guidance' throughout this policy.

Relationships and Health Education is a compulsory subject taught as part of our PSHE (Personal, Social, Health, and Economic) education from Nursery to Year 6. Our PSHE and RHE (Relationships and Health Education) curriculum is designed to help children grow up happy, healthy, and safe, providing them with age-appropriate knowledge and skills throughout their time at school. PSHE includes all elements of Relationships and Health Education as well as elements of citizenship and financial literacy.

Sex Education is included within the Relationships and Health Education curriculum for Year 6 and builds on the understanding of puberty and growing up, which is a required part of Health Education. Sex education in Year 6 specifically covers the scientific process of reproduction, including how a baby is conceived and born. While this is a statutory part of the National Science Curriculum, it is the only non-statutory element within Year 6 RHE lessons. It is, however, taught as part of the Relationships and Health education topic - 'Developing bodies'. Further details on this curriculum can be found in Appendix 2.

The goal of Relationships and Health Education is to equip our children with the life skills needed to make informed decisions and protect themselves from harmful or exploitative situations. It also supports their personal development, including their Spiritual, Moral, Social, and Cultural (SMSC) growth. This education promotes equality, explores human and social diversity, and fosters self-worth while encouraging the recognition, acceptance, and respect of differences.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in [The Equality Act 2010 and school's advice](#). The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the '*protected characteristics*'). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a maintained primary school, we must provide Relationships Education and Health Education to all pupils as per Section 34 of the Children and Social Work Act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships and Health

Education to Year 6 pupils. This is the one non-statutory lesson within the curriculum; therefore, parents can withdraw their children from it. Parents do not have the right to withdraw from the rest of the Relationships and Health Education curriculum (see section 8).

In teaching Relationships Education and Health Education, we must have regard to the 2025 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance issued by the DfE under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

This policy is in line with the school's funding agreement and articles of association, which set out the school's legal responsibilities, governance arrangements, and the framework for decision-making. Together, these documents ensure that Relationship and Health Education is delivered in accordance with national requirements and the school's agreed duties.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The DfE and Ofsted have clearly outlined aspects of Relationships and Health Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – the Designated Safeguarding Lead, Deputy Safeguarding Lead and PSHE Lead looked through the existing Relationships and Health Education policy as well as local and national guidance for Relationships and Health Education. This working party then returned to the school's policy and implemented any advice and changes from these local and national levels.
2. **Staff consultation** – Staff were consulted via an online RHE staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RHE. Staff were also consulted via a staff meeting. All staff were sent the draft policy in advance of the staff meeting and were then invited to comment on the policy and make suggestions/amendments.
3. **Parent consultation** – Parents were consulted via an online RHE parent/carer survey. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RHE at Little Ealing. Parents were also consulted via a parent workshop run by the Local Authority. Parents were given the opportunity to look through the policy and offer comments/suggestions.
4. **Pupil consultation** – We consulted with pupils via the 2025 Health Related Behaviours Survey. The results of this survey were then used to inform the policy and inform the delivery of RHE in our school.
5. **Governor consultation** - Governors were consulted on this policy via a governor meeting. All governors were sent the draft policy in advance of the meeting and were then invited to comment on the policy and make suggestions/amendments.

6. **Ratification** – Once amendments were made, the policy was shared with governors and ratified. The policy was then ratified by the governing body at the Full Governing Body meeting in July 2026.

This policy will be reviewed annually. This policy will be reviewed next in July 2027.

4. Aims and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships and Health Education.

The objective of Relationships and Health Education at our school is to ensure all children have the opportunity to develop the knowledge and skills they need to keep themselves happy, healthy and safe, now and in the future.

The aims of the curriculum are designed to:

- Support children in becoming resilient, confident, and well-informed individuals.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Be prepared for puberty and understand the basic changes that happen during puberty.
- Understand how to keep themselves and their bodies healthy, clean and safe, both online and in-person.
- Help pupils develop feelings of self-respect, tolerance and empathy.
- Help pupils recognise and maintain healthy age-appropriate relationships both online and in-person.
- Equip pupils with the knowledge and skills to make safe, informed choices.
- Provide a framework in which sensitive discussions can take place.
- Prepare children for life in modern Britain through understanding diversity, equality, and responsible citizenship, aligned with the Fundamental British Values (FBV).
- Foster respect for the views of other people

RHE at our school reflects and supports our wider ethos and values:

- It is based on the principles of respect, kindness, and caring for ourselves and others.
- Pupils are encouraged to develop positive, healthy relationships and to value diversity and difference.
- The curriculum supports children to make informed choices that promote their own wellbeing and the wellbeing of others.
- It contributes to creating a safe, inclusive, and respectful school community where every child is valued and can thrive.

5. Equal Opportunities

Little Ealing Primary believes that Relationships and Health Education should meet the needs of all pupils. Our school is committed to the provision of Relationships and Health Education to all pupils and the differing needs of different students. All staff are expected to give every pupil the chance to experience and participate in a comprehensive understanding of Relationships

and Health Education. Equal time and provision will be allocated for all groups, but there may be occasions where children with special educational needs and disabilities (SEND) are given extra support. The school is committed to offering reasonable adjustments to any pupil(s) that may need them to be able to fully engage with Relationships and Health Education.

The planning and organising of teaching strategies will be consistently reviewed, e.g. through lesson observations, to ensure that no pupil is disadvantaged.

The following considerations have been made to adapt to our children's needs:

- Teaching is adapted to meet the needs of all pupils, taking into account age, maturity, and individual understanding.
- Additional support is provided for pupils with special educational needs and disabilities (SEND), including adapted resources, pre-teaching of key vocabulary, and flexible teaching approaches.
- Visual aids, practical activities, and simplified language may be used to support understanding where appropriate.
- Lessons may be delivered in smaller groups or with additional adult support where this helps pupils to engage and feel confident.
- Teachers are sensitive to pupils' backgrounds, experiences, and cultural contexts, and adapt delivery accordingly.
- Opportunities are provided for children to ask questions in a safe and supportive environment, including the use of anonymous question boxes where appropriate.
- Content may be revisited or reinforced to ensure understanding, particularly for pupils who may need additional time or support.
- Staff work closely with parents/carers and, where appropriate, external professionals to ensure that learning is accessible and appropriate for individual pupils.

Preparation for Puberty

Our RHE programme recognises that whilst the average age of the onset of menstruation is twelve, periods can start at eight, so we cover this topic before girls' periods start to help them understand what to expect and avoid distress. We acknowledge that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Our teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

SEND

High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all pupils with SEND as required:

- **Individualised planning:** Content is adapted to match each pupil's developmental stage rather than chronological age
- **Multi-sensory resources:** Visual aids, social stories, and concrete materials to support understanding

- **Small group or 1:1 sessions:** Where appropriate, to allow for more personalised support and discussion
- **Simplified language and concepts:** Breaking down complex topics into manageable steps
- **Additional time and repetition:** Allowing pupils to revisit topics at their own pace
- **Collaboration with specialists:** Working with SENCOs, educational psychologists, and therapists to tailor approaches.

We are mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, and that Relationships and Health Education can be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities.

Our teaching is developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. This includes:

- **Independence skills:** Teaching about personal care, boundaries, and self-advocacy
- **Relationship skills:** Understanding different types of relationships and how to maintain them
- **Health management:** Supporting pupils to understand their bodies and health needs
- **Safety awareness:** Ensuring pupils can recognise risks and know how to seek help
- **Future planning:** Age-appropriate discussions about adult relationships, employment, and community participation

We also maintain strong partnerships with:

- **School nurse**
- **Occupational therapists and physiotherapists**
- **Speech and language therapists**
- **CAMHS professionals**
- **Paediatricians and GPs:** With parental consent, to understand medical needs that may impact RHE teaching

However, the teachers remain responsible for lesson delivery, any external visitors are supervised and all materials are reviewed by the school beforehand.

Healthcare professionals can provide advice on how a pupil's medical needs can be met. We ensure regular multi-agency meetings for pupils with complex needs, and health professionals contribute to individual healthcare plans where relevant.

Our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law:

- **Visual supports:** Picture cards, symbols, and visual timetables to aid understanding
- **Concrete resources:** Anatomically appropriate dolls or models where needed
- **Role play and social stories:** Practising scenarios in a safe environment
- **Repetition and reinforcement:** Revisiting key concepts regularly
- **Clear, literal language:** Avoiding idioms or abstract concepts that may confuse

- **Structured routines:** Predictable lesson formats to reduce anxiety
- **Sensory considerations:** Quiet spaces, movement breaks, and sensory tools as needed
- **Peer support:** Carefully structured group work with appropriate support

Our therapeutic approach emphasises creating a safe, nurturing environment where pupils feel comfortable asking questions and expressing concerns.

We have clear pathways for referral:

1. **Internal identification:** Teachers, LSAs, and pastoral staff identify concerns through observation and assessment
2. **SENCO consultation:** All concerns are discussed with our SENCO who coordinates support
3. **Parental involvement:** Parents may be contacted to support as required
4. **Multi-agency referrals:** With parental consent, referrals may be made to:
 - Educational psychology services
 - CAMHS or local mental health services
 - Social care (where safeguarding concerns arise)
 - Specialist health services (sexual health, continence services, etc.)
 - Local SEND support services

If staff have any concerns about a child's welfare, they act on them immediately, following our safeguarding procedures and involving the Designated Safeguarding Lead.

Provision for Pupils Who Are Looked After

We recognise that looked after children may have experienced trauma and require particularly sensitive support. Our partnerships include:

- **Designated Teachers for Looked After Children and Post Looked After Children:**
- **Regular PEP meetings:** Personal Education Plans
- **Social worker involvement:** Social workers are invited to contribute to planning and are kept informed of curriculum content
- **Foster carer communication:** Regular contact to ensure consistency of messages between school and home
- **Virtual School:** Working with the local authority Virtual School for additional support and resources
- **Therapeutic services:** Collaboration with any therapists or counsellors supporting the child

We are sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Relationships and Sex Education Statutory Guidance

We ensure that:

- Carers receive advance notice of sensitive topics
- Materials are shared in advance where requested

- Additional support is available before, during, and after lessons
- Individual needs are considered in our therapeutic approach **How are pupils referred to specialist support?**

For looked after children, referral pathways include:

1. **Designated Teacher coordination:** All concerns are channelled through our Designated Teacher for LAC
2. **Social worker notification:** Immediate contact with the child's social worker for any welfare concerns
3. **Virtual School consultation:** Accessing specialist LAC support services
4. **Therapeutic referrals:** Via social care to:
 - Specialist trauma-informed therapists
 - CAMHS LAC pathway
 - Life story work specialists
 - Attachment and trauma services

All staff know what to do if they have concerns that a pupil is being neglected or abused. Where staff have any concerns about a child's welfare, they act on them immediately, following the process set out in Keeping Children Safe in Education.

Our therapeutic approach ensures that looked after children receive:

- **Trauma-informed teaching:** Recognising the impact of adverse childhood experiences
- **Additional pastoral support:** Regular check-ins with trusted adults
- **Flexible delivery:** Adapting timing and content to individual needs
- **Safe spaces:** Opportunities to discuss concerns privately
- **Consistent adults:** Wherever possible, maintaining continuity of key relationships All referrals are made in partnership with carers and social workers, ensuring a coordinated approach that prioritises the child's wellbeing and safety.

6. Delivery of RHE: Content, delivery and training

As a school we use the Ealing PSHE Scheme of Work. The RHE curriculum is taught as part of this PSHE curriculum which is split into three main topics: Relationships Education, Living in the Wider World, and Health Education. Relationships and Health Education are divided across Autumn and Summer terms while Living in the Wider World is taught across Spring Term. Biological aspects of Relationships and Health Education are also taught within the science curriculum. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 2.

This scheme was relaunched in September 2025 with updated resources to provide greater consistency in materials across the local authority. The Scheme of Work meets all statutory requirements for Relationships and Health Education. The Children and Social Work Act 2017, the Equality Act 2010 and Keeping Children Safe in Education (KCSIE) 2025 also underpin this curriculum. The updated Scheme of Work has been developed in collaboration with experts across the Local Authority including school staff as well as public health and race equality specialists.

Relationships and Health Education are mainly taught across Autumn and Summer terms. Autumn term explores friendships and personal health including physical and mental health. Summer term explores families and relationships with people in the community who can support us such as emergency services.

Health Education in Summer term for pupils in Year 3 onwards discusses developing bodies and the changes that will happen as children grow up. This sequence of lessons for Year 6 pupils culminates in the one sex education lesson which covers reproduction. This lesson builds upon the knowledge of the male and female reproductive systems which has been taught within health education lessons.

Themes related to Relationships and Health Education, such as keeping safe; personal boundaries; good and bad touch; healthy friendships; online safety (which is also taught through the Computing curriculum and reinforced specific dates e.g Safer Internet Day); peer pressure; saying no; the PANTS rule; and families and people who care for me are also integrated into lessons throughout the school year to ensure a consistent spiralling approach to keeping pupils happy, healthy and safe.

Relationships education:

Relationships education at primary school focuses on relationships that are relevant to children at this life stage. Lessons focus on families, friends and other professionals who support children.

As defined in the statutory RSHE guidance, Relationships Education is categorised as teaching about the following topic areas which are covered in an age-appropriate way from EYFS to Year 6 (see appendix 2 for more detail):

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

When discussing family life, care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, same-sex parents, families headed by grandparents, adoptive parents, foster parents/carers, and 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). In addition, this supports the application of the statutory responsibility to uphold the Equality Act 2010 and is in alignment with the teaching of the Fundamental British Values (FBV) which promote mutual respect and tolerance.

Health education:

As defined in the statutory RSHE guidance, Health Education is categorised as teaching about the following topic areas which are covered in an age-appropriate way from EYFS to Year 6 (see appendix 2 for more detail):

- General wellbeing

- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

These topics are taught at age-appropriate intervals between Nursery and Year 6. A significant proportion of these lessons are delivered in Autumn and Summer terms; however, themes are revisited throughout the year to ensure information is being applied to other relevant areas of the curriculum.

Developing bodies (puberty) is covered in Years 3, 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Lessons around puberty begin by ensuring children understand the distinct stages of the life cycle.

Children should recognise that whilst they are currently in childhood, these changes will begin and continue through adolescence and prepare their bodies for adulthood. Within these lessons, children will be taught about hormones, the reproductive systems of males and females, and the menstrual cycle. This content is introduced gradually from Year 3 onwards.

By Year 6, students will have a comprehensive understanding of the changes that happen during puberty and the workings of the male and female reproductive systems. It is at this point that the one sex education class is taught, which explains the scientific process in which the life cycle continues through reproduction and conception. This lesson covers the scientific process of fertilisation and how this correlates to the reproductive systems of males and females.

For more information about our Relationships and Health Education curriculum, see appendix 1-3. Appendix 3 outlines the learning questions (objectives) for Relationships and Health Education.

Delivery

Relationships and Health Education will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or some aspects of Relationships and Health Education, parents will be informed.

Relationships and Health Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.

Relationships and Health Education will be provided in age- and stage-appropriate ways and will meet the needs of various pupils. Reasonable adjustments will be made where necessary to ensure that all students can comprehend the curriculum covered in each year group.

Relationships and Health Education will be assessed as part of the wider PSHE curriculum through ongoing:

- Pupil voice
- Learning reflections

- Retrieval activities
- Class discussions

Staff are aware that views around RHE related issues can be varied. Although it is nearly impossible to teach RHE in a values-*free* manner, teaching in a values-*fair* way is both feasible and recommended. When topics that can involve personal views are covered, pupils are taught without bias. Lessons focus on the scientific and legal positioning of these topics, while acknowledging the need to develop ethical decision-making skills.

A variety of views and beliefs may be presented or discussed so that pupils are able to form their own informed opinions but also respect others that may have different opinions or views. Teaching RHE is aligned with supporting children's moral, social, mental and physical development: 'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships...

Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness' (***Relationships Education, Relationships and Sex Education (RSE) and Health Education, p. 2***).

These are the types of values that are reflected in the RHE policy and curriculum, as well as in the school's ethos.

Both formal and informal RHE questions arising from pupils 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. Staff should respond to all student queries in a supportive way that does not shut down the pupil in a negative or harmful manner.

It is an encouraging sign to see pupils directing questions to safer adults like teachers, as opposed to attempting to seek information from potentially incorrect, harmful or unsafe sources such as parts of the internet.

The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

The following are protocols teachers can follow for discussion ('Ground Rules').

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Feelings of embarrassment or discomfort are normal, but students should be reminded to practice maturity where possible. Students can 'get the giggles out' and take time to compose themselves, while being reminded not to behave in distracting or disengaging ways. Students can take breaks if needed
- Reasonable adjustments will be made for pupils with SEND
- Teachers may use their discretion in responding to questions and may say (for example):
 - The best person to answer that question is your parent
 - That question can be discussed one to one after class
 - That topic will be covered at a later stage/year in PSHE

- These 'Ground Rules' are supported by our school's implementation of the new Ealing scheme of work, which includes both clear teacher's guidance and safeguarding reminders in each lesson. Safeguarding reminders, called 'PSHE Reminders' in the Ealing Scheme of Work.
- Include the PANTS rule, ROCK rules, Fundamental British Values (FBV) and online safety rules (SMART).

Training

Staff are trained on the delivery of RHE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or the Ealing Health Improvement Team, to provide support and training to staff teaching RHE.

7. Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection and safeguarding policies and notify the Designated Safeguarding Lead immediately.

Staff will also be referred to:

- DfE's 2025 'Keeping children safe in education' - statutory guidance for schools and colleges
- [Keeping children safe in education - GOV.UK](#)
- Working together to safeguard children 2026
- [Working together to safeguard children - GOV.UK](#)

8. Partnership with parents and carers

The school recognises that parents/carers are often the first educators of their children on matters related to Relationships and Health. As a school, we share the objective of wanting to keep children happy, healthy and safe, and we look to parents as partners in the delivery of Relationships and Health Education. We are committed to proactive engagement and transparency with parents about all aspects of our RHE curriculum.

Parents will be informed about the Relationships Education programme through:

- RHE workshops
- Letters home
- Information on the school website

All curriculum materials and resources used in RHE lessons are available. Parents can:

- View materials on the school's website under the PSHE/RHE curriculum section
- Request copies of materials from the school office or class teacher at any time
- Attend parent workshops where materials are shared and explained
- Arrange meetings with the class teacher to discuss specific resources or content

If external organisations or visitors are used to support RHE delivery, we will share their materials and lesson plans with parents in advance. All external resources are checked to ensure they are accurate, age-appropriate, and unbiased.

Parents are encouraged to talk to the class teacher if they have any concerns in the first instance. Parents are encouraged to engage with the RHE curriculum and to continue conversations started in school at home.

It should be noted that 'Parents are not able to veto curriculum content, but schools must consult with parents when developing their RHE policy'.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in Appendix 2). Parents also cannot withdraw their children from the statutory National Science Curriculum (see Appendix 2).

Parents have the right to withdraw their children from the non-statutory component of sex education, taught via one lesson in Year 6 only, within Relationships and Health Education (see Appendix 2). Requests for withdrawal from this lesson should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from the sex education lesson, the school cannot guarantee that your child will not hear about the content of the lesson from other pupils e.g. on the playground or walking home from school. By withdrawing children from the sex education

lesson, they may seek the information from elsewhere e.g. friends, siblings, or the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

We strongly encourage parents to engage with the school in a discussion around any concerns or questions they may have before withdrawing their child from this lesson. Please reach out to the headteacher.

9. Monitoring and evaluation

As stated in the DfE statutory guidance, RHE subjects and teaching should be monitored and evaluated. We plan to pursue continuous monitoring and evaluating of our subject content, delivery and training through ongoing targeted engagement with our school community.

Parents and carers will be consulted through a parent workshop. Pupils are consulted on a wide-scale format every two years through the Health Related Behaviour Survey.

Additionally, the Ealing PSHE Scheme of Work allows for organised pupil reflection during the first and last PSHE lessons each year. Such reflection activities will be kept and analysed by the responsible staff to assess areas for improvement in PSHE and RSHE.

Furthermore, we will gather pupil voice as part of our curriculum monitoring to ensure that we continue to be pupil centred. PSHE/RSHE assessments through the Ealing PSHE Scheme of Work will also allow for continuous monitoring and evaluation of RSHE subjects and teaching, and staff will be expected to report back to the PSHE/RHE Lead accordingly.

Staff will be continuously consulted through lesson observations, staff meetings and surveys. We will explore areas of RHE/PSHE that are going well, areas staff may need support in, and their ideas for what that support could look like.

10. Roles and responsibilities

The Governing Body

The Governing Body will approve the Relationships and Health Education policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory component of Relationships and Health Education, which is the one sex education lesson taught in Year 6.

The PSHE/RHE Lead

The member of staff in charge of leading Relationships and Health Education must:

- Ensure staff are trained and confident in delivering RHE before it is taught
- Ensure materials are consistent and age appropriate for use
- Liaise with parents to ensure they are aware of the curriculum
- Monitor and evaluate the delivery of RHE across the school

- Regularly assess the impact of the delivery and effectiveness of RHE by engaging with staff, pupils and parents

Staff

Staff are responsible for:

- Delivering relationships and health education in a sensitive way
- Modelling positive attitudes to relationships and health education
- Monitoring progress
- Responding to the needs of individual pupils
- Following school child protection and safeguarding procedures and protocols as needed

Staff do not have the right to opt out of teaching Relationships and Health Education. Staff who have concerns about teaching this content are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in Relationships and Health Education and treat others with respect and sensitivity when discussing RHE related issues. Pupils should apply the knowledge and skills learnt within this curriculum to all areas of their life at the appropriate stages.

Parents and carers

Parents/carers should support their children within the home by engaging with the content delivered in Relationships and Health Education lessons. Parents should encourage children to continue using the correct terminology for body parts, be available to answer questions, and support children in making informed decisions about their health and wellbeing.

Appendix 1: Ealing primary school PSHE Scheme of Work yearly overview

	Autumn: Relationships and Health Education		Spring: Living in the Wider World		Summer: Relationships and Health Education	
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Who are we?	How do I look after my body? Part 1	How do I stay safe in different places? Part 1	How do I look after my body? Part 2	How do I stay safe in different places? Part 2	Who is there for me?
Reception	Who am I?	What do I need to do to be healthy?	What is a rule? Do we need them?	What makes me special?	How can I keep myself safe?	Who is important to me?
Year 1	Who is there to help me?	What things does a healthy person do?	What are rules and why do we have them?	What will I bring to my community?	What is personal safety?	What do we have in common?
Year 2	What is a good friend?	What things make us healthy and what things might harm our bodies?	What are rights and responsibilities?	What is money?	How does being safe make me feel?	How do I recognise risk?
Year 3	How do we make our relationships safe and fair?	What are healthy habits and why are they important?	How do communities make a difference?	How do I make informed choices about money?	How do I keep my body safe?	Who is there to help me when I think there's a risk?
Year 4	Why are respectful relationships important?	What action can I take to look after my health?	What is citizenship?	How can I support my community?	What changes happen as I grow up?	What can I do about risks?
Year 5	What are the consequences of unhealthy and unfair relationships?	How do different parts of our bodies impact on our health?	What is global citizenship?	What do I want to do when I grow up?	What can I expect during puberty?	How do we respond to change, risk, and harm?

Year 6	How can I maintain healthy relationships?	How are our physical health and mental health connected?	How do we create equality for all citizens?	How can I be prepared for work in the future?	How is my body preparing for adulthood?	How do relationships change as we grow up?
Colour Code:	Health and Wellbeing		Living in the Wider World		Relationships	

Appendix 2: Curriculum coverage – science, sex education, relationships education and health education

Science

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex Education – Year 6 only

- The process of sexual reproduction and birth in humans
 - o How the reproductive systems of males and females combine to conceive (sperm must meet egg)
 - o Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education
- 2025 Relationships education, relationships and sex education (RSE) and health education statutory guidance

Relationships education curriculum content

Families and people who care for me

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent 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 friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. [Respectful, kind relationships](#)
- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

[Online safety and awareness](#)

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this
 - can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Health education curriculum content

General wellbeing

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health. [Healthy eating](#)
- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.

- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- Facts and scientific evidence on vaccination and immunisation. Should align with when vaccinations are offered to pupils.

Personal safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

- About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- Correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all body parts are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3: Relationships and health education learning questions for autumn and summer half-terms – Ealing Scheme of Work

Autumn 1 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	Who are we?	Who am I?	Who is there to help me?	What is a good friend?	How do we make our relationships safe and fair?	Why are respectful relationships important?	What are the consequences of unhealthy and unfair relationships?	How can I maintain healthy relationships?
Lesson 1	Who am I?	Who is in my class?	What is PSHE?	Why do we study PSHE?	What are the consequences of not studying PSHE?	What knowledge and skills have I learnt in PSHE and what more do I need to know?	How does PSHE help me now in the future?	How has PSHE helped me throughout primary school and beyond?
Lesson 2	Who is in my class?	Who is in my class?	Who is important to me? How do they help me?	What is a friend and how do I make friends?	What information do we share with friends, family, and professionals?	What does a respectful relationship look like and how does it make us feel?	What are the features of healthy and unhealthy relationships and how do they make us feel?	How do I prepare for Y6 and the changes to come?
Lesson 3	How do we make friends?	Who is in my family?	How are friends, family, and teachers different?	How can we be a good friend?	How do we recognise bullying and show empathy?	Why is empathy important in friendship?	What is peer pressure? What is consent?	How do I prepare for High School?

Lesson 4	What do we share?	What are feelings?	How does it feel to be cared for and what do I do if I don't feel safe?	What is bullying and how does our behaviour affect others?	What does it mean to be equal? What is prejudice and discrimination?	What are the impacts of prejudice and discrimination?	How are people discriminated against?	How do friendships change?
Lesson 5	What are feelings?	How can I understand my feelings?	How do I recognise feelings in myself and others?	Why does resilience matter in our relationships?	What is racism and what can I do about it?	How can I be an ally?	What is an upstander?	How do I manage pressure and set boundaries?

Autumn 2 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	How do I look after my body? Part 1	What do I need to do to be healthy?	What things does a healthy person do?	What things make us healthy and what things might harm our bodies?	What are healthy habits and why are they important?	What action can I take to look after my health?	How do different parts of our bodies impact on our health?	How are our physical health and mental health connected?
Lesson 1	What are the different parts of my body?	Why is it important to be healthy?	How do I set goals?	What is physical health?	What does a person do to stay healthy?	Why is it important to eat a variety of food?	How much energy do I need?	How do I read food labels?
Lesson 2	What rules are there for my body? (PANTS)	What food should we eat more to be healthy?	How do I look after my teeth?	What is mental health?	Why is it important to stay hydrated?	What are Fibre and Nutrients?	What are the risks of not looking after our bodies?	How do I build good sleep routines?

Lesson 3	How do I keep my body clean? (hand washing/ sneezing)	What do we need to do to keep fit?	How do we stay healthy?	What are medicines and how do I use them safely?	What are healthy exercise habits?	How much sugar is unhealthy?	What does my brain really do?	What are the consequences of an unhealthy lifestyle?
Lesson 4	How do I go to the toilet safely?	What do we need to do to keep clean?	How do we get ready for good sleep?	What are unsafe substances such as drugs and alcohol?	What are healthy habits for our mind?	How does being online affect our health?	How are some people's brains different and what is neurodiversity ?	How are our physical health and mental health connected?
Lesson 5	How do I keep my body healthy?	What else do we need to do to be healthy?	What should we eat to be healthy?	What are the dangers of smoking or vaping?	How does oral hygiene help my health?	How do I recognise and manage my feelings and emotions?	How are the mind and body connected?	What is self-esteem?

Summer 1 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	How do I stay safe in different places? Part 2	How can I keep myself safe?	What is personal safety?	How does being safe make me feel?	How do I keep my body safe?	What changes happen as I grow up?	What can I expect during puberty?	How is my body preparing for adulthood?
Lesson 1	What is road safety?	What is the PANTS rule?	What is personal hygiene?	What happens when I sleep?	What are allergies?	What is a healthy brain and mind?	What helps our bodies and what harms our body? Medicines vs Drugs	What choices are there around substances as I grow up?

Lesson 2	What things keep me safe outdoors?	What is a good or bad touch?	How do I keep myself safe at home?	How can being online affect my health?	How do I manage other types of health issues?	What is the life cycle and how do we change?	What are hormones?	What is mental illness and addiction?
Lesson 3	How do I stay safe online?	How can I keep myself safe with my friends?	How do we keep safe outdoors?	What things do we need to make time for?	What body parts belong to me?	What physical changes happen as we grow up?	What physical changes happen in puberty?	Why does the body change during puberty?
Lesson 4	How do we look after the planet?	How can I keep myself safe around medicines?	What are different types of touch? Kind and Unkind, Safe and Unsafe	How do different types of touch make me feel?	How do I keep my body private? (PANTS)	What is the menstrual cycle?	What emotional and social changes happen during puberty?	How does our body change for reproduction? (S.E)
Lesson 5	What is charity?	How can I keep safe on the road?	Who keeps me safe?	What's the difference between risks, unsafe events, and emergencies?	How do different cultures celebrate growing up?	What is gender equality? Period Poverty Campaign	What happens after adolescence?	How do we stay healthy as we age? (Dementia)

Summer 2 Relationship and health education

Year group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Termly Learning Question	Who is there for me?	Who is important to me?	What do we have in common?	How do I recognise risk?	Who is there to help me when I think there's a risk?	What can I do about risks?	How do we respond to change, risk, and harm?	How do relationships change as we grow up?

Lesson 1	What is the same and different about us?	What is the same and different about families?	What makes a family?	What does my family do for me?	How can families be different?	What makes a family unique? Understanding family history, culture, and values	How can families change?	How do we show love, care, and commitment to others?
Lesson 2	How is our family special?	How does my family make me feel?	What is the same and different about all of us?	What is the difference between a secret and surprise?	How do we manage pressure from friends? 'Doing dares'	What is the difference between a positive risk and dangerous behaviour?	How is an online relationship different to real life?	What pressure may we face online in our relationships as we grow up?
Lesson 3	What do I do if I get lost?	How do we keep ourselves and our families safe?	How can I treat others kindly?	How do I keep myself safe in familiar and unfamiliar places?	Who keeps me safe in different places?	What risks are there when I am in different places?	How do I identify risks in different places and how do I respond?	How can I help others in an emergency?
Lesson 4	How does change feel?	How would an emergency make you feel?	What happens if we treat people unkindly?	How do I help someone in need? (Basic First Aid)	How do I contact the emergency services?	How do I react when someone is hurt?	How can I save a life?	What will I take away from PSHE?
Lesson 5	How can I get ready for change?	What does 'to stereotype' mean?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What will I take away from PSHE?	What advice would I give to Year 6's?

Appendix 4: sample letters for parents/carers

Dear Parents and Carers,

As we approach the summer term, children will be focusing on the topics of relationships and health education as part of their PSHE Lessons. By the end of Key Stage 1, students will learn about public versus private body parts and the correct scientific names for body parts. From Key Stage 2 onwards they will be exploring the statutory health topic of developing bodies and exploring how their bodies are changing in preparation for the next stage of the life cycle and exploring relationships with family and professionals who play a vital role in protecting them from harm.

It is at this point that children in Year 6 will receive their one non-statutory sex education lesson, which develops their knowledge of puberty and the reproductive systems by covering the scientific process of reproduction. As this lesson is a non-statutory component, parents have the right to withdraw their children from this lesson. However, parents must engage with the school and our PSHE lead before finalising this decision.

Our aim is to ensure that your children grow up happy, healthy, and safe. This element of the curriculum is essential in ensuring children have the necessary knowledge and skills to make safe, informed choices in their lives. We include this lesson in Year 6 to follow best practice Relationships and Health Education, which builds on understanding relationships and health topics in a spiral curriculum by introducing new concepts gradually in safe, age and stage-appropriate ways.

We want to emphasise that we recognise and respect the vital role parents play as the primary educators of their children, especially when it comes to matters of relationships and growing up. The school and the local authority continue to value and support your role in shaping your child's understanding of these crucial aspects of life.

We also believe that a well-rounded education involves a collaborative effort between school and home. The curriculum serves as an essential tool to reinforce and complement the values and lessons you instil at home. It provides a structured and age-appropriate platform for delivering important messages about relationships, health, personal well-being and safety.

We encourage you to take an interest in your child's learning by engaging with them about the topics covered in the PSHE curriculum. We believe that open communication between school and home plays a crucial role in reinforcing positive values and fostering a supportive environment for your child's overall development.

We would like to take this opportunity to invite you to a parent workshop to discuss the upcoming content, which is a statutory part of the PSHE curriculum, allowing us to meet the statutory Department for Education (DfE)'s requirements for Relationships and Health Education in primary schools. We will also be discussing the one non-statutory sex education lesson for Year 6 during this workshop, including specific content covered in this lesson.

Our RHE (CHANGE NAME IF NEEDED) workshop will be held on (INSERT DETAILS HERE) and will be delivered by our PSHE Lead (or local authority lead for PSHE and RSHE)

Should you have any questions or concerns about PSHE or the upcoming Relationships and Health topic(s), please feel free to reach out to the class teacher in the first instance.

We value your partnership in providing the best possible education for your children.

Thank you for your continued support and collaboration.