



St George's Church of England Infant School

Relationships and Health Education Policy

Statutory

Date of Policy: September 2026	Review cycle: Annually	Review date: September 2027
Approved by: Head Teacher Chair of Governors	Approval date: 22nd June 2026	Policy lead: PSHE lead

Let your Light shine (Matthew 5v16)

The 6 Principles of Nurture:

These principles underpin all teaching and learning at St George's, ensuring that our classrooms are safe, inclusive and supportive spaces for every child to grow and thrive.

1. Children's learning is understood developmentally.
2. The classroom offers a safe and secure base.
3. Nurture is central to wellbeing and learning.
4. Language and communication are vital for connection and understanding.
5. All behaviour is communication.
6. Transitions are recognised and supported as significant moments in a child's life.

Christian Vision and Values

At St George's Church of England Infant School, we believe that every child is uniquely created and loved by God. Through our Christian vision, "Let Your Light Shine" (Matthew 5:16), we seek to nurture children to flourish academically, socially, emotionally and spiritually.

Relationships and Health Education supports our vision by helping children to develop respect, kindness, compassion, honesty and responsibility. We teach pupils to value themselves and others, to build positive relationships and to understand that every person deserves dignity and respect.

Our teaching reflects our Christian ethos whilst recognising and respecting the diversity of modern Britain and the range of families, beliefs and experiences represented within our school community.

Rationale

At St George's Church of England Infant School, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. We understand that all pupils must be provided with age-appropriate Relationships and Health Education (RHE) as part of the school's statutory curriculum. Statutory Relationships Education and Health Education will be part of the taught PSHE curriculum. This policy has been revised to reflect the new statutory RSE and Health Education statutory guidance published July 2025.

Relationships and Health Education plays a vital role in safeguarding children. Through age-appropriate learning, pupils develop the knowledge and skills to recognise healthy relationships, understand personal boundaries, keep themselves safe online and offline, and know where to seek help if they are worried or concerned.

Aims of the Policy

It is compulsory for all state funded primary schools to teach Relationships Education and Health Education.

The aim of this policy are to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships and Health Education.
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education.
- Support pupils in developing healthy, respectful relationships.
- Equip pupils with the knowledge and vocabulary needed to keep themselves safe.
- Promote emotional wellbeing and resilience.
- Work in partnership with parents and carers.
- Ensure teaching reflects the school's Christian vision and values.

Statutory and Legal Requirements

Our Relationships Policy complies with:

- The Relationships Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, making Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.
- The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (July 2025)
- The requirements to have an up-to-date Relationships policy developed in consultation with parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (July 2025)
- The Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- Education Act 2002
- Children and Social Work Act 2017
- Keeping Children Safe in Education
- Equality Act Public Sector Equality Duty

The school also fulfils its statutory safeguarding duties by ensuring that any safeguarding concerns arising from Relationships and Health Education are identified and followed up in accordance with the school's safeguarding procedures and current Keeping Children Safe in Education requirements.

The school complies with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025) for implementation from September 2026.

Development of this policy

This policy has been developed by the PSHE Lead in consultation with school leaders and governors. Parents will be consulted on the content and implementation of this policy prior to its adoption. Feedback received during consultation will be considered before approval. The policy is approved by the Governing Body and reviewed in line with the school's review cycle or sooner if statutory guidance changes.

This policy links to the PSHE policy, Child Protection Policy, Equalities and Cohesion Policy and the Behaviour and Anti-Bullying Policy.

Consultation with Parents

The school recognises the important role parents and carers play in supporting children's understanding of relationships, health and wellbeing. Parents and carers will be consulted when reviewing this policy and when significant changes are made to the curriculum.

Parents and carers will be provided with information about the content and organisation of the curriculum and will have the opportunity to view teaching resources on request. Feedback from consultation will be considered by school leaders and governors before the policy is formally adopted.

Definition of Relationships Education

Statutory Relationships at St George's is taught through the PSHE curriculum and teaches pupils what they need to know, at an age-appropriate level, as defined by the [DfE Guidance](#). We use the Kapow Primary PSHE programme to teach Relationships and Health Education.

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their online and offline lives, how to report any concerns or abuse and where to access help when needed.

Outcomes for Relationships Education are defined by the DfE and cover:

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

At St George's Church of England Infant School we do not teach sex education beyond the statutory requirements of the National Curriculum for Science.

Curriculum content and organisation

At St George's Relationships Education is delivered through the PSHE curriculum. The aspects of Relationships Education as defined by the DfE will be taught at an age-appropriate level. We use Kapow Primary as our chosen scheme of work to support the delivery of Relationships and Health Education. Learning is carefully sequenced and builds progressively from Reception to Year 2. The curriculum is delivered through dedicated PSHE lessons, collective worship, themed events, safeguarding activities and wider school experiences.

Curriculum Overview

An overview of the Relationships and Health Education curriculum taught through the Kapow Primary scheme in Reception, Year 1 and Year 2 is included in Appendix 1.

What we use

Relationships Education is taught to all children in KSI through the Kapow Primary RSE and PSHE programme. The lessons take place regularly as part of the PSHE curriculum and are delivered by class teachers. The Kapow programme introduces the scientific names for body parts. Our teaching in KSI may include the words: vagina, vulva, penis, testicles, anus, nipples, breasts and bottom. Parents have been consulted on the use of correct anatomical vocabulary as part of the school's Relationships and Health Education curriculum. Parents will be informed in advance when specific Relationships Education units are taught and will be able to view resources on request.

As part of our ethos to develop the 'whole child' we regularly reinforce aspects of Relationships Education as part of our day-to-day learning, through our wellbeing curriculum, whole school events and during Collective Worship. We work closely with charities such as the NSPCC who provide assemblies for the children. We also welcome speakers from other charities and groups to support our children's personal, social and emotional development.

Safeguarding and Preventative Education

Keeping children safe is at the heart of our Relationships and Health Education curriculum. Teaching helps pupils to recognise healthy and unhealthy behaviours, understand personal boundaries and body ownership, identify safe adults, keep safe online and offline, and know how and where to seek help.

Preventative education is delivered in an age-appropriate way and supports pupils to develop the confidence and vocabulary to report concerns about themselves or others.

Inclusion

At St George's we provide an inclusive curriculum that promotes understanding and mutual respect for all. Teaching will reflect the diversity of families and communities in modern Britain to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge prejudice and stigma. Pupils will learn that families may look different from one another but are characterised by love, care and commitment.

A range of teaching and learning approaches are used across all lessons to create a safe, inclusive and supportive environment in which all pupils can engage with learning and make progress. Lessons are carefully structured to support progression over time, with clear guidance to support inclusion and challenge. Reasonable adaptations will be made to ensure pupils with SEND can access learning whilst maintaining high expectations.

Managing difficult questions

All aspects of PSHE are underpinned by shared and understood ground rules, which are regularly discussed during PSHE lessons and class discussions. Lessons are delivered in a safe and well-managed environment in which pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Staff will answer questions honestly, factually and in an age-appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Confidentiality and Safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's Child Protection policy. Teachers will report any safeguarding concerns to the Designated Safeguarding Lead (DSL) and share concerns with parents/carers according to the school's safeguarding procedures. Staff cannot offer complete confidentiality and this will be explained to pupils in an age-appropriate manner.

Working with parents and carers (consulting, informing and supporting)

At St George's we are committed to working with parents and believe that it is important to have the support of parents and the wider community for teaching the PSHE and Relationships curriculum. Parents are provided with the opportunity to find out about and discuss the school's curriculum through consultations, parents' evenings and the school website. For more information on Relationships Education the DfE have produced a [guide for parents](#).

To promote effective communication and discussion between parents and their children we notify parents through curriculum letters and the school website about when particular aspects of PSHE and Relationships Education will be taught. We also encourage parents to contact the school to discuss any issues and questions in a positive, sensitive and proactive manner.

Parents' right to withdraw

Parents do not have the right to withdraw their child from Relationships Education, Health Education or National Curriculum Science.

As St George's Church of England Infant School does not teach sex education beyond the statutory curriculum, there are currently no lessons from which pupils may be withdrawn.

Roles and Responsibilities

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.
- Reviewing and approving this policy in line with the school's review cycle.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy in line with the school's review cycle.

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.

- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO is responsible for ensuring that the needs of vulnerable pupils are taken into consideration when teaching Relationships Education and Health Education as part of the PSHE curriculum. The SENCO will advise staff how best to support pupils' individual needs.

Teachers are responsible for delivering high quality and age-appropriate Relationships Education and Health Education in line with Statutory Requirements. Teachers should use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils. Teachers must respond to any Safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Parents are responsible for supporting their child/children through their personal development and the emotional and physical aspects of growing up. Parents must ensure they are aware of the curriculum content, organisation and delivery. Parents should liaise with the school to seek additional support if needed.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

Staff training

To ensure staff are confident to deliver all aspects of the Relationships and Health Education curriculum, professional development opportunities will be made available through online, in-school, local and national training as part of the school's staff development programme.

Monitoring and Evaluation

The Governing Body is responsible for approving this policy and monitoring its effectiveness.

The Headteacher and PSHE Lead are responsible for monitoring the quality of teaching and learning in Relationships and Health Education and ensuring that the statutory requirements are met.

Monitoring activities may include:

- Lesson observations and learning walks
- Pupil voice activities to gather children's views and experiences
- Discussions with staff
- Curriculum planning and resource reviews
- Work scrutiny, where appropriate
- Monitoring of safeguarding themes and emerging needs within the school community
- Feedback from parents and carers

The PSHE Lead will report findings to the Headteacher and Governors as appropriate and will identify any actions required to further develop provision.

This policy will be reviewed annually, or sooner if there are changes to statutory guidance or local circumstances.

Appendix I

Overview of the Relationships and Health Education curriculum taught through the Kapow Primary scheme in Reception, Year 1 and Year 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?