

RHE including Education 4 Safeguarding

1. Introduction

This policy outlines the approach that we take to the delivery of Relationship and Health Education (RHE) for our pupils at Rose Green Infant School. It has been developed in line with the Department for Education's guidance on RSE and Health Education (2025) and is designed to ensure that our children receive a safe, inclusive and age appropriate education that supports their emotional and social development. Our teaching of RHE supports children to develop self confidence in preparing them for the physical and emotional changes into adulthood. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support needed to grow and develop. We strongly believe that it is paramount to teach our children the skills and knowledge to safeguard themselves, as well as prepare them for building healthy relationships, staying safe and the challenges, opportunities and responsibilities of adult life.

2. Aims

The primary aim of RHE at Rose Green Infant School is to provide children with opportunities to:

- develop a positive sense of self
- identify their positive and negative feelings and develop strategies to manage these
- learn about respect, kindness and empathy in relationships
- begin to understand, celebrate and respect differences and diversity in people
- develop the skills necessary for healthy relationships now and in the future
- provide a framework in which sensitive discussions can take place.
- develop an understanding of the importance of health and hygiene (in line with the KS1 Statutory Science Curriculum).
- teach pupils the correct vocabulary to describe themselves and their bodies.
- ensure pupils know how to keep themselves safe.

3. Statutory Requirements

At Rose Green Infant School, we teach RHE as set out in this policy.

There are a number of statutory requirements on schools in respect of RHE. Head Teachers and governing bodies are required by law to have regard to the following legislation and statutory guidance:

- Equality Act 2010
- Children and Social Work Act 2017 – section 34
- DfE ‘Keeping Children Safe in Education’
- DfE ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ statutory guidance 2025
- DfE ‘National curriculum in England: Science ‘programmes of study’

In teaching RHE, schools must also have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 4.1. Review –RHE lead pulled together all relevant information including relevant national and local guidance
- 4.2. Staff consultation –school staff were given the opportunity to look at the policy and make recommendations
- 4.3. Parent/stakeholder consultation – parents and any interested parties were invited to make comments on the policy
- 4.4. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definitions Relationships Education

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures). Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Sex and Relationships Education

As an Infant School, we do not cover the statutory teaching of sex education that is required in later Key Stages.

At Rose Green Infant School, we will use the correct terminology for naming the internal and external genitalia. The following words will be used: penis, testicles, vulva and vagina. These words will be taught explicitly, in an age-appropriate way, within science lessons in KS1 (Year 1) as they are a statutory requirement in relation to the Science Curriculum – naming external body parts. It is also important for our children to be able to articulate the names of their body parts, using the correct terminology, for safeguarding reasons.

6. Safeguarding/Confidentiality

Everyone involved in the teaching of RHE at Rose Green Infant School will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RHE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue. If a staff member has any concerns or if a child discloses information giving cause for concern, the school's safeguarding and child protection policies will be followed.

7. Equal Opportunities

The school understands its responsibilities in relation to the Equality Act 2010, meaning that at Rose Green Infant School cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RHE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our RHE teaching is sensitive to the needs of all our pupils and their families by:

- Ensuring we are aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Adapting teaching and learning from our planned scheme of work to allow access to RHE for all our pupils including those with SEND or EAL.
- Understanding that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about RHE, therefore ensuring that we design our programme to be inclusive of all pupils.
- Ensuring that the nine protected characteristics are considered within teaching (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

8. Roles and responsibilities

8.1 The governing body

The governing board will approve the RHE policy and hold the Head teacher to account for its implementation.

8.2 Head teacher with RHE lead

The Head teacher is responsible for:

- Ensuring that RHE is taught consistently across the school.

- Ensuring that parents and staff are informed about this RHE policy.
- Ensuring this policy is implemented effectively.
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

8.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring the children's progress
- Responding to the needs of individual pupils
- Replying to, and answering, children's questions sensitively and openly.

They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. All questions will be handled sensitively and set within a general context. Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher or RHE Lead. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

8.4 Pupils

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

8.5 Parents

The school is well aware that the primary role in children's RHE lies with parents and carers. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum. We wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

In promoting this objective we:

- Inform parents about the school's RHE policy and practice; this includes informing parents by letter or email before beginning to teach certain content.
- Answer any questions that parents may have about the RHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE (taught in KS2).

9. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education because all components are statutory (naming of body parts comes under this). It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline. There is no teaching of sex education within the KS1 RHE curriculum. The Science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. As sex education is not statutory at primary level (other than what is taught as part of the Science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum within KS2* *Not applicable for Infant Schools as we do not cover this content.

10. Curriculum

10.1 Key Stage 1

RHE at Rose Green Infant School is delivered alongside West Sussex County Council's 'Education for Safeguarding' programme. It is organised in line with the statutory requirements outlined in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance, 2026.

All teachers will have responsibility for delivering RHE and everyone involved in the teaching of RHE will follow the school policy.

A balanced and non-judgmental approach is taken and the personal beliefs and attitudes of teachers will not influence the teaching of RHE.

RHE is taught explicitly throughout the year in RHE lessons (see appendix A and B for RHE overview for each year group). However, we also teach RHE through other subject areas e.g. Science, Physical Education and Religious Education, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing. Linked with Religious Education, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with Physical Education, children learn about healthy lifestyles and the importance of exercise. Linked with Science, children learn about life cycles, names of human body parts (both internal and external including penis, vulva, vagina, testicles, nipples) and animals, including humans, and their offspring.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but also through all aspects of school life including the playground and assemblies. It is important that all staff understand they have a responsibility to implement this policy and promote the aims/values of the school at

any time they are dealing with children. NB: For more information about our RHE curriculum, see Appendices 1 and 2.

Within our lessons, a number of teaching strategies will be used to deliver an inclusive RHE curriculum, including:

- Establishing ground rules with pupils.
- Dealing with children's questions in an appropriate manner. Teachers will always attempt to give straightforward, factual answers, whilst making professional judgements such as: - whether to answer immediately or at a later time; - whether to answer in the whole class situation or on an individual basis; - in what depth to frame the answer; - whether to refer the question to parents.
- Using discussion and age appropriate materials.
- Encouraging reflection and discussion
- Play-based learning opportunities
- Using language appropriate to their ages and readiness. This includes using the correct use of biological terms. It is vital that language used is clear, agreed by all staff and is non-offensive.
- Delivering content as part of a spiral curriculum. Each year, the teachers will build on concepts that the children already know and understand.
- Focusing on the relevant needs of the young people.
- Offering accurate information.
- Ensuring that all children gain access to, and benefit from, the programme of work.

10.2 Early Years

Early Years is not included in the Department for Education's guidance on RSE and Health Education (2025). At Rose Green Infant School, this aspect of the Early Years curriculum (Reception Year) is planned, taught and assessed using the Early Years Foundation Stage guidance and Birth to 5 Matters document. This teaching falls under 'Personal, Social and Emotional Development.' More information on the Early Years curriculum can be found in our Early Years policy and on our website.

11. Assessment

As with any learning, the assessment of pupils' learning and development in RHE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience and record their understanding in a range of ways, including: - class discussions, group work, questionnaires / surveys, and peer assessment. Pupil voice is also used to inform future planning for RHE, to ensure it is both relevant and effective.

12. Monitoring Arrangements

The delivery of RHE is monitored by the RHE Lead through:

- Planning monitoring
- Book looks
- Staff feedback
- Pupil feedback

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

14. Complaints Procedure

Any complaints or concerns about the Relationships and Health Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Rose Green Infant School complaints procedure if they feel things are not resolved.

15. Further policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Anti-Bullying policy
- Safeguarding and Child Protection policy
- Mental health and emotional wellbeing policy
- Online safety policy
- SEND policy

17. Review

This policy will be reviewed by the Head Teacher and RHE lead

At every review point, the policy will be approved by the governing board. In light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing, this policy might be reviewed sooner. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy written: June 2026

Policy approved by the Governing Body: 19/10/2026

Date of next review (every three years): October 2029