

Beecroft Primary School

RHE (Relationships and Health Education) Policy– Reviewed September 2026

1. Statutory Requirements 2020

This policy is in accordance with the 1996 Education Act, the Relationships Education, Relationships and Sex Education (RHE) and Health Education Guidance (September 2020) and current guidance from the local authority 2018. It takes into account the changes made to Science teaching of the National Curriculum 2014 and the updated guidance on physical health and mental wellbeing in the RHE guidance (2020). It is written for parents, governors and involved parents to provide information about sex and relationships education and its implementation in our school.

2. Relationship To Other Policies In School:

This policy links to:

- Behaviour Policy
- Child Protection Policy
- Drug, Alcohol and Tobacco Policy
- E-safety/ICT Policy
- Health and Safety Policy
- PSHE Policy
- Science Policy
- SEMH Policy
- SEN/Inclusion Policy

3. Aims of RHE at Beecroft

We see relationships and health education at Beecroft as a preparation for future life and coping with the physical and emotional changes in the body, within a caring and comfortable environment. It lays a foundation for future work at Secondary/High school.

The relationships education and health education curriculum are taught – through PSHE, Mindmate and science- and are supported by the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. RHE education is statutory under the 2020 RHE guidance.

The teaching of RHE reflects the school ethos to promote morals and develop a regard for family values. Teaching of relationships and health education takes account of this and is sensitively taught and set within a fitting moral context. It is delivered:

- Through PSHE and Mindmate teaching
- Through Science /class discussions
- Through whole school and key stages assemblies

- Through occasional visits from the school nurse, parents and younger or older siblings

4. Inclusion and Equal Access to Learning

Each person at Beecroft Primary School will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality, disability or SEMH (social, emotional and mental health) needs. This is in line with The Equality Act 2010. The school will provide an inclusive RHE curriculum, which will meet the needs of all its pupils and staff including those with disabilities, special educational or SEMH needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

5. SEMH support at Beecroft

As an increasing amount of children are on waiting lists for SEMH/ASD assessments, we understand at Beecroft that support for children and their families is often needed in a robust timescale.

We have employed Place 2 Be counselling services to aid children with any anxiety and SEMH needs. Debbie is available for walk ins as well as scheduled, regular visits with children and parents that may need extra support.

We have employed a play therapist to work alongside children and their families.

6. Relationships Education

Relationships Education (2020) is defined as the teaching and learning of characteristics of positive, healthy relationships in age appropriate ways. These relationships include those within and out of the family, with other children and adults, as well as building positive relationships with others online. Children will be taught how to foster and maintain healthy relationships and to distinguish from unhealthy relationships and behaviour.

Statutory requirements of Relationships Education 2020:

core strand	by the end of primary, children should know:
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents 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. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it 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 physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

7. Physical Health And Mental Wellbeing Education

Core strands set out by the 2020 updated guidance include:

-Mental Wellbeing

-Internet Safety and Harms

- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Changing Adolescent Body

These are incorporated in Beecroft's teaching and learning of science, PSHE (Physical, Social, Health and Economic Education) and SEMH (Social, Emotional and Mental Health Education). Beecroft Primary School uses the You, ME and PSHE scheme of learning for direct teaching and the Mindmate scheme of learning for SEMH.

The Mindmate scheme was updated in June 2020 to reflect the changes in guidance for September 2020.

8. How Physical Health and Mental Wellbeing Is Taught Throughout School

Science

The compulsory issues of human development and reproduction are covered within Science Topics at Key Stage 1 and 2 under the following topics:

<u>EYFS</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
• People in my life, what they do for me and what I do for them • My body and other people's bodies—similarities and differences • The beginning of life, me, animals and plants • Growth in people, animals and plants • Respecting personal space and being kind	• <i>that animals including humans, move, feed, grow, use their senses and reproduce</i> • <i>to recognise and compare the main external parts of the bodies of humans</i> • <i>that humans and animals can produce offspring and these grow into adults</i> • <i>to recognise similarities and differences between themselves and others and treat others with sensitivity</i> • <i>about the main stages of the human life cycle</i>	• <i>that the life processes common to humans and other animals include nutrition, growth and reproduction</i> • <i>about the main stages of the human life cycle</i> • <i>to describe the changes as humans develop to old age.</i>

PSHE

The You, Me and PSHE scheme by Islington incorporates the physical health and mental wellbeing strands in their topics:

- Keeping Safe and Managing Risk (KSMR)
- Identity, Society and Equality (ISE)
- Drug, Alcohol and Tobacco Education (DAT)
- Mental Health and Wellbeing (MHW)
- Careers, Financial Capability and Economic Wellbeing
- Sex and Relationship Education (SRE)

Beecroft Primary School has elected to teach Sex Education but has elected to remove contraception in consultation with governors and parents. Where elements of Sex Education is incorporated into the PHSE scheme, they have been removed from medium and long term plans and are taught as a discreet unit in Year 6 following from Changing Adolescent Bodies (CAB) in Year 5. These have been replaced with relationships and health education (RHE). Changing Adolescent Bodies (CAB) only appears in Year 5 and Year 6 and is taught in mixed gender classes with the familiar class teachers leading the learning.

	Year 5 and 6
Changing Adolescent Bodies	• Biological aspects of growth and reproduction, health and hygiene. Male and Female body parts. • Dealing with emotional changes e.g. crushes • Bodily changes in me and others; why are they happening? • menstrual wellbeing and key facts about the menstrual cycle.

Mindmate

The Mindmate learning scheme takes into account all aspects of SEMH learning and is taught alongside PSHE topics. The scheme is split into 6 themes:

- Feeling Good and Being Me (FGBM)
- Friends and Family (FF)
- Life Changes (LC)
- Strong Emotions (SE)
- Being the Same, Being Different (BSBD)
- Solving Problems/Making It Better (SP)

These themes are designed to cover all aspects of relationships education and have recently (June 2020) been updated to reflect statutory changes.

9. How Relationships Education Is Taught Throughout School

Class teachers will be responsible for the teaching and learning of relationships education within science, PSHE and Mindmate lessons.

	Y1	Y2	Y3	Y4	Y5	Y6
Families and People Who Care For Me						
• that families are important for children growing up because they can give love, security and stability.	PSHE (KSMR)	Science				
• the characteristics of healthy family life, 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.		PSHE (RHE) Science				
• that others' families, 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.		PSHE (RHE)	PSHE (KSMR)			
• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.		PSHE (RHE)				RHE (CAB)
• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						RHE (CAB)
• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	PSHE (KSMR)		PSHE (KSMR)		PSHE (KSMR)	RHE (CAB)
Caring Friendships						
• how important friendships are in making us feel happy and secure, and how people choose and make friends.	Mindmate (FF) Mindmate (BSBD)	PSHE (MHW)				
• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		PSHE (MHW) Mindmate (FF)		Mindmate (FF)		
• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	PSHE (ISE)	PSHE (MHW) Mindmate (FF)	PSHE (ISE) Mindmate (FF)	Mindmate (FF)	Mindmate (FF)	Mindmate (FF)
• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	PSHE (ISE)	PSHE (MHW)	Mindmate (FF) Mindmate (LC)		PSHE (KSMR) Mindmate (FF)	Mindmate (FF)
• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage	PSHE (KSMR)	PSHE (MHW)	PSHE (KSMR)	Mindmate (FF)	PSHE (KSMR)	Mindmate (FGBM)

these situations and how to seek help or advice from others, if needed.			Mindmate (SP)	Mindmate (SP)	Mindmate (FF)	
Respectful relationships						
• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	PSHE (ISE)	PSHE (RHE)	PSHE (ISE)	Mindmate (BSBD)	Mindmate (FGBM) Mindmate (SP) PSHE (KSMR)	
• practical steps they can take in a range of different contexts to improve or support respectful relationships.	PSHE (ISE)	PSHE (MHW)	PSHE (MHW) Mindmate (SP) Mindmate (BSBD)	Mindmate (BSBD)		
• the conventions of courtesy and manners	PSHE (ISE)		PSHE (ISE)			PSHE (ISE)
• the importance of self-respect and how this links to their own happiness	PSHE (ISE)	Mindmate (FGBM)	PSHE (MHW)			
• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Mindmate (FGBM)		PSHE (ISE) Mindmate (BSBD)	PSHE (ISE)	PSHE (ISE)	
• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	ICT	ICT Mindmate (FGBM)	ICT PSHE (KSMR)	ICT Mindmate (BSBD)	ICT PSHE (ISE) PSHE (KSMR)	ICT
• what a stereotype is, and how stereotypes can be unfair, negative or destructive.		PSHE (RHE)			PSHE (ISE) Mindmate (BSBD)	
• the importance of permission-seeking and giving in relationships with friends, peers and adults.	PSHE (KSMR)			ICT	ICT Mindmate (FF)	ICT PSHE (KSMR)
Online Relationships- covered in Safer Internet Day						
• that people sometimes behave differently online, including by pretending to be someone they are not					PSHE (KSMR)	
• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous			ICT	ICT	ICT PSHE (KSMR)	ICT
• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		PSHE (KSMR)		PSHE (KSMR)	PSHE (KSMR)	
• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					ICT PSHE (KSMR)	ICT
• how information and data is shared and used online.	ICT	ICT			ICT	ICT
Being Safe- TELL lessons/ whole school/KS assemblies						
• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	PSHE (KSMR) ICT	Mindmate (FF)		Mindmate (FF)		Mindmate (FF)

						PSHE (KSMR)
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	PSHE (KSMR) ICT Mindmate (FGBM)			Mindmate (FF)		
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	PSHE (KSMR)					
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	PSHE (KSMR)				PSHE (KSMR) ICT	PSHE (KSMR)
how to recognise and report feelings of being unsafe or feeling bad about any adult.						
how to ask for advice or help for self and for others, and to keep trying until they are heard.	PSHE (KSMR)				RHE (CAB) Mindmate (FGBM)	RHE (CAB)
how to report concerns or abuse, and the vocabulary and confidence needed to do so.			PSHE (KSMR) ICT	ICT	PSHE (KSMR) ICT RHE (CAB)	RHE (CAB) ICT
where to get advice e.g. family, school and/or other sources.					RHE (CAB)	RHE (CAB)

10. Confidentiality

Pupils' confidentiality is respected in all RHE lessons and pupils are made aware of the fact that what they say in RHE lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk from harm.

11. Informing parents/carers of scheduled learning

Before each year group embarks upon its RHE programme, parents are informed by letter of the contents due to be covered in RHE lessons. Parents are also invited to view all teaching resources that will be used in the delivery of their child's RHE. Parents are made aware of the statutory requirements of the 2020 RSHE guidance and 2014 Science curriculum which they are unable to withdraw from.

12. Safeguarding Procedures

The school has an appointed member of staff who is responsible for safeguarding procedures. If a teacher suspects that there is a safeguarding issue, they need to inform this person and record any evidence that supports their concerns (see Safeguarding and Child Protection Policies). As part of RHE ground rules, teachers need to make it

clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

13. Dealing with difficult questions

- It will be made clear at the start of every RHE lesson that personal questions are inappropriate.
- Questions which relate directly to taught material and arise as the lesson is taught will be answered as a whole class.
- An anonymous question box will be used for all other questions, but pupils will be told that this will be filtered. For questions which are not answered it will be suggested that children ask their parents/carers. The use of the question box means that children will be able to ask questions which they may not have felt confident to ask in a whole class setting, whilst giving the teacher time to assess the suitability of the question and prepare the answer.

14. Monitoring of RHE

Class teachers will be responsible for the teaching and learning of all RHE objectives. These will be taught in conjunction with science, PSHE, Mindmate and in TELL/Worry Box sessions.

Long term and medium term plans for PSHE, Mindmate and science are regularly updated and should be used when planning individual sessions.

Specific RHE Changing Adolescent Body (CAB) will be planned and resourced in conjunction with SC (Year 5) and NB/SC(Year 6).

Teaching and learning will be regularly monitored by S Carter as part of PSHE, SEMH and Science leader.

15. Policy Review date June 2026- Next review date June 2027

This policy will be reviewed annually unless legislation requires an earlier update. The teaching of RHE will be evaluated after each RHE unit has been taught and any relevant changes made. These will then be implemented the next time the RHE unit is taught.

Signed: (Headteacher)

Signed: (Chair of Governors)