

Kempshott Infant School

Relationships and Health Education (RHEd) Policy

“Learning Together, Achieving the Extraordinary!”



Introduction

From 2020, Relationships and Sex Education (RSE) and Health Education became compulsory in all primary schools in England. From September 2026, updated statutory guidance strengthens safeguarding, digital safety and consent education across all primary phases. This is in response to the identified risks children and young people may face through their increased online activities and the need to support them to be safe and healthy, and manage their academic, personal and social lives in a positive way. As an infant school we are required to teach Relationships and Health Education.

Statutory Requirements

As a maintained infant school we must provide Relationships 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 and we do not teach puberty or sex education content. We do teach the statutory science content relating to correct anatomical names for external genitalia (penis, testicles, vulva).

In teaching Relationships and Health Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). and the updated 2026 RHE statutory guidance.

Aims

At Kempshott Infant School we will be implementing Relationships and Health Education. To ensure this is effective the school will ensure:

- An age-appropriate curriculum is designed, shared and followed.
- For SEND pupils, the Head Teacher will jointly discuss with parents if a pupil's specific needs need to be taken into account to ensure content is accessible, meaningful and safeguarding-appropriate.

The aims of Relationships and Health Education at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Provide the children with understanding of the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, tolerance and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach children about consent, personal boundaries and bodily autonomy in an age-appropriate way.
- Teach children how to recognise unsafe situations, unsafe secrets and early warning signs (feeling unsure, uncomfortable or worried).
- Teach children how to seek help from trusted adults and to keep telling until someone listens.
- Teach children the foundations of digital safety and digital resilience.

Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – a small group of parents were invited to attend a meeting about the policy and then published draft copy on school website for review.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

What is Relationships Education?

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. This will create opportunities to ensure children are taught about positive emotional and mental wellbeing and how friendships can impact on this.

Children will also be taught (in an age appropriate way) to recognise and report different types of abuse, including emotional, physical and sexual. This will include focusing on boundaries and privacy so that children understand that they have rights over their own bodies and know how to seek advice when they suspect or know something is wrong. Children will learn that their body belongs to them, that private parts are private, and that they can say “no” if something feels uncomfortable. They will be taught that consent applies to touch, play and personal space, and that unsafe secrets should never be kept.

Children will also learn how to recognise early warning signs such as feeling unsure, worried or uncomfortable, and will be taught how to seek help from trusted adults and to keep telling until someone listens. These foundations support the children to develop confidence in recognising unsafe situations and knowing how to respond.

There will also be opportunities to teach children about boundaries with their peers, including when they are online, ensuring they learn that where abuse takes place it is never the fault of the child who is abused. Children will learn simple digital safety principles, including not talking to strangers online, checking with a trusted adult before sharing information, and understanding that not everything they see online is true.

Relationships and Education is about the emotional, social, and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Relationships Education involves a combination of sharing information, and exploring issues and values.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Relationships Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst 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).

What is Health Education?

Health and wellbeing education will focus on the characteristics of good physical health and mental wellbeing. It will include aspects such as the benefits and importance of exercise, good nutrition and sufficient sleep. Children will also be given the language and knowledge to understand the normal range of emotions that everyone experiences. Children will be taught about the two way positive relationship between good physical health and good mental wellbeing.

Children will also learn about personal hygiene, including handwashing and how to prevent the spread of germs.

Health Education includes teaching children about the safe use of technology and the impact it can have on their wellbeing. Children will learn simple digital safety principles, including how to behave online, how to recognise unsafe online behaviour, and how to seek help if something worries or upsets them. Children will learn strategies for managing emotions, understanding how feelings can affect behaviour, and knowing how to ask for help from trusted adults.

All lessons will be taught at an age appropriate level to meet the needs of the objectives in Relationships and Health Education curriculum, under the headings of:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health Prevention
- Basic First Aid

Please click [here](#) to see the Department for Education's guidance. Please note the information in this document details learning objectives that need to be covered by the end of primary school. Therefore not all of the objectives are relevant to infant age children and will not be covered during your child's time at Kempshott Infant School.

Please click [here](#) to see the Department for Education's guidance. Please note the information in this document details learning objectives that need to be covered by the end of primary school. Therefore not all of the objectives are relevant to infant age children and will not be covered during your child's time at Kempshott Infant School.

Our Curriculum

As our children are 7 years and under, our team will determine the age-appropriateness of the Primary Objectives set out by the DfE. Meeting these objectives will require a graduated, age-appropriate programme of Relationships and Health Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.

A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Our curriculum is fully sequenced from Year R to Year 2, with clear progression in safeguarding, consent, emotional regulation, digital safety and healthy relationships. Prior learning is revisited and deepened each year.

Teaching methods should take account of these differences (including when they are due to specific educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. The Head Teacher should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

All lessons include adaptations for SEND pupils, including visuals, simplified language, pre-teaching, alternative recording methods and additional adult support.

Relationships and Health Education is taught within the personal development learning (PDL) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE), Physical Education (PE) and Computing. All PDL and Relationships and Health Education lessons will be taught by trained professionals who have already established a safe relationship with the children. All staff should refer to Relationships Education for Primary (by the DfE) for further teaching support.

Please see Appendix 1.

Assessment

All teachers should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Assessment focuses on pupils' understanding of key concepts such as consent, boundaries, emotional regulation, digital safety and healthy relationships. Teachers assess learning through observation, discussion and simple recorded tasks where appropriate. Assessment is ongoing and informs future planning, with adaptations made for pupils who need additional support, including those with SEND.

Monitoring and Evaluating

The Subject Leader alongside the Head Teacher will monitor the impact of the Relationships and Health Education. This is not a standalone subject; it is part of the school's ethos and values. The effectiveness of the Primary Objectives will be evaluated through:

- Assemblies
- Circle times
- Stories
- Pupil Questionnaires
- Parent Questionnaires
- Learning walks
- Lesson Observations

Monitoring will also consider how well pupils are retaining key safeguarding messages such as consent, boundaries, privacy and digital safety.

The DSL will review any safeguarding themes or patterns arising from RHed lessons and ensure staff receive support or training where needed.

The SENDCo will evaluate how effectively adaptations support pupils with SEND to access the curriculum and will advise staff on further adjustments.

Governors will receive updates on curriculum delivery, staff training and safeguarding themes linked to RHed as part of their strategic oversight.

This policy will be reviewed by the Subject Leader annually. At every review, the policy will be approved by the governing body and Head Teacher.

Monitoring outcomes will be used to refine planning, improve resources and ensure progression from Year R to Year 2 remains clear, consistent and developmentally appropriate.

Dealing with Difficult Questions and Statements

Good practice allows children an open forum to discuss potentially sensitive issues. This in turn can lead to an increase in children disclosing abuse, or of teachers becoming aware of concerns about a child's wellbeing. Teachers should understand how to respond to disclosures of abuse and report any concerns they may have, following the school's safeguarding procedures.

To support our team in having a joint approach, the school have created the following guidance if a child asks a question that is deemed as beyond age-appropriateness or that is better dealt with on a 1—1 basis:

- The member of staff must acknowledge the question/statement and state 'Thank you for your question/thank you for sharing that, I'm going to write that down and we can talk about that together later'.
- If a child makes a comment that fuels other children's comments then the member of staff should say the following 'I can see there are lots of questions/thoughts, I need to have a think about these so let's move on.' Members of staff must seek advice from DSL, SLT or HT as soon as possible.
- Staff will not provide personal opinions or answer questions that are not developmentally appropriate. Instead, they will use agreed scripts to acknowledge the question and ensure it is followed up sensitively at an appropriate time.
- If a question suggests a child may have been exposed to sexualised content, unsafe online material, or experiences beyond what is typical for their age, staff must record this and report it immediately to the DSL.
- Staff will reinforce key messages such as consent, boundaries, privacy, and the PANTS rules when responding to questions, ensuring children receive consistent, safeguarding-aligned language.

- Any question or statement that raises a concern about a child's safety or wellbeing will be treated as a safeguarding disclosure and handled in line with school procedures.

Roles and Responsibilities

The Governing Board approved the RHEd Policy, and hold the Head Teacher to account for its implementation.

The Head Teacher is responsible for ensuring that RHEd is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RHEd.

The Head Teacher is also responsible for ensuring staff are trained, confident and supported in delivering sensitive content, and that safeguarding procedures are followed consistently.

Staff are responsible for:

- Delivering RHEd in a sensitive way
- Modelling positive attitudes to RHEd
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-statutory science) components of RHEd.

Staff must follow safeguarding procedures if a pupil's question, comment or behaviour raises a concern about their safety or wellbeing.

Staff must use agreed scripts and consistent language when discussing consent, boundaries, privacy and digital safety.

Staff are expected to adapt lessons appropriately for pupils with SEND, ensuring accessibility and inclusion.

Staff do not have the right to opt out of teaching RHEd. Staff who have concerns about teaching RHEd are encouraged to discuss this with the Head Teacher. The school will provide support, coaching or training where needed to ensure staff feel confident and prepared.

Pupils are expected to engage fully in RHEd and, when discussing issues related to RHEd, treat others with respect and sensitivity. Pupils will be encouraged to use correct vocabulary, listen to others, and follow agreed ground rules to ensure a safe and respectful learning environment.

Safeguarding and Vulnerable Children

Any child that causes concern should be referred to the DSL following the school's Child Protection Policy and procedures. If a child is finding the typical aspect of Relationships Education and PDL difficult in a group/whole class context, staff should discuss this with a DSL or SENDCo.

Staff must record any safeguarding concern, including disclosures, worrying comments, or signs of distress, and pass this to the DSL immediately in line with school procedures.

If a child's questions, behaviour or language suggest exposure to sexualised content, unsafe online material or experiences beyond what is typical for their age, this must be treated as a safeguarding concern.

Staff should work with the DSL and SENDCo to identify whether a child requires additional emotional support, pre-teaching, adapted resources or a smaller-group approach to ensure they can access the curriculum safely.

Vulnerable pupils, including those with SEND, those with social care involvement, or those who have experienced trauma, may require personalised approaches to teaching about consent, boundaries and safety.

Vocabulary

As a school we feel it is essential that children learn the correct names for external genitalia including penis, testicles and vulva, as having the right language to describe all body parts of their body and knowing how to seek help if they are worried or uncomfortable about something and having the right vocabulary to describe why they are seeking help – are vital for safeguarding.

It was stated in the report 'Not Yet Good Enough – personal, social, health and economic education in schools' (Ofsted, 2013), Ofsted highlighted research by Lucy Faithful which indicated that 'failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate language'. Although, while Sex education does not start till later in Key Stage 2, the imperative to keep children safe from abusive behaviours makes it essential to be introduced early in their schooling.

Teaching correct vocabulary also helps children understand the difference between public and private body parts, reinforces the PANTS rules, and supports early learning about consent and personal boundaries.

Staff will use consistent, factual language when referring to body parts to avoid confusion and ensure children receive clear safeguarding messages.

Using correct terminology reduces stigma, prevents misinformation, and empowers children to report concerns accurately and confidently.

Pupils with SEND may require additional visual supports, repetition or simplified explanations to ensure they can use and understand this vocabulary safely.

Parent' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education. However due to the age of our pupils 'sex education' will not be taught in the infant phase, **therefore there is no right to withdraw from Relationships and Health Education.**

The school will ensure parents are fully informed about the content of the RHEd curriculum and have opportunities to discuss any questions or concerns with the Head Teacher or Subject Leader.

Any parental queries about withdrawal will be responded to sensitively and factually, with clear reference to statutory guidance and safeguarding expectations.

Training

Staff are trained on the delivery of RHEd as part of our continuing professional development. The Head Teacher will also invite visitors from outside the school, such as school nurses, etc to provide support and training to staff teaching RHEd.

Training includes safeguarding procedures, responding to disclosures, handling difficult questions, and using consistent language around consent, boundaries and privacy.

Staff receive guidance on adapting lessons for pupils with SEND to ensure accessibility and inclusion.

The school will review training needs annually to ensure staff remain confident, up-to-date and well-supported in delivering RHEd.

**Kempshott Infant School is a place where everyone is welcome,
differences are celebrated and everyone belongs!**

Year Group	Term	Topic	Resources
Year 1	Autumn 1	<u>Meet Your Brain / Feelings / Healthy Friendships</u> To understand what the brain looks like and how it helps us. To know the 3 parts of the brain and how they link to feelings and behaviour. To understand neuroplasticity and how the brain grows. To recognise emotional triggers and begin using calming strategies (Happy Breathing). To know what happens when Team H-A-P is happy or stressed. To understand that people react differently in different situations. To apply self-control strategies. To link healthy choices to wellbeing. To understand responsibilities, kindness and helping others. To know how to stay safe near roads. To recognise similarities and differences and celebrate identity.	• MyHappyMind slides • Emotion cards • Class charter visuals • Puppets • Scenario cards • Teamwork games • Challenge cards • Healthy eating cards • Hygiene posters • Road safety props (zebra crossing mat, signs, toy vehicles) • <i>You Choose</i> book
Year 2	Autumn 1	<u>What Makes Me Amazing! (Meet My Brain)</u> To know what the brain looks like and that it has 3 parts. To understand how the brain helps us learn, remember and make decisions. To understand neuroplasticity and how practice helps the brain grow. To recognise emotions and how they affect Team H-A-P. To use Happy Breathing to regulate emotions. To understand how emotions impact behaviour. To know how to help Team H-A-P work well. To understand that families are diverse and all families are equal.	• MHM – Meet My Brain slides • Journals • <i>Great Big Book of Families</i> (No Outsiders) • Cloak, goblet, blue shape, bell (for emotion stories) • Hot Air Balloon Happy Breathing audio • Character/Emotion visuals
Year 1	Autumn 2	<u>Celebrate / Kindness / Safety</u> To recognise personal strengths and understand that everyone has things they are good at. To know what character is and how it makes us special. To understand that everyone is unique and	• MHM Celebrate slides • Strengths cards • Mirrors • Identity/self-portrait resources • Achievement stickers/certificates • Affirmation cards • Fire safety posters

		special in their own way. To know why it is important to use our strengths. To recognise achievements and celebrate progress. To use positive self-talk to build confidence and resilience. To understand what bullying is and how to stop it. To understand fire safety and what to do in an emergency. To challenge stereotypes and celebrate individuality.	• Sorting cards • <i>Dogs Don't Do Ballet</i> (No Outsiders)
Year 2	Autumn 2	<u>Celebrate / Fairness / Sharing</u> To learn what character is and why it matters. To identify which character strengths they use most. To understand how to grow their strengths. To learn how to give positive feedback to others. To understand fairness, sharing and belonging. To recognise that spaces and resources belong to everyone. To understand that families and people are different and all belong.	• MHM Celebrate slides • Journals • Character Strengths visuals • <i>The First Slodge</i> (No Outsiders) • Paper & pencils
Year 1	Spring 1	<u>Appreciate / Gratitude / Healthy Lifestyles</u> To understand what appreciation means and why it matters. To learn ways to show appreciation and gratitude. To recognise people who help and support us. To understand gratitude for experiences and why it makes us feel good. To learn about healthy lifestyles and habits that keep us well. To learn about hygiene routines and people who help us stay healthy. To recognise feelings and link them to simple regulation strategies. To understand small vs big problems and use Try → Talk → Tell. To identify trusted adults and know when to ask for help. To understand that names are part of identity and deserve respect.	• MHM Appreciate slides • Wheel of Gratitude • Journals • Emotion cards • Strategy visuals • Healthy Hero story • Hygiene worksheets • Trusted adult cards • <i>That's Not My Name</i> (No Outsiders)

Year 2	Spring 1	<u>Appreciate / Keeping Safe / Digital Safety</u> To learn what gratitude means and how to show it. To understand gratitude for ourselves, others and experiences. To understand how gratitude supports Team H-A-P. To know how to keep ourselves safe at home. To identify risks in everyday situations. To know how to stay safe outside the home. To understand how to call 999 and what to say. To explore safe and unsafe features of the internet. To learn how to communicate safely online. To understand belonging and how differences help us fit together.	• MHM Appreciate slides • Journals • Keeping Safe worksheets • Digital safety worksheets • <i>The Perfect Fit</i> (No Outsiders)
Year 1	Spring 2	<u>Relate / Friendships / Families / Safety</u> To understand the qualities of a good friend. To understand what “Relate” means and how strengths help us relate to others. To learn about Active Listening and how it supports friendships. To learn simple steps for solving friendship problems (Stop → Understand → Consider). To understand that families can look different and all families are special. To identify trusted adults and know who to talk to when worried. To understand teamwork and how to work cooperatively. To understand personal space and boundaries. To revisit the PANTS rule and understand how it keeps us safe. To understand simple safety rules (online and offline). To recognise different abilities and strengths and understand inclusion.	• MHM Relate slides • Sorting cards (friend/not a friend) • Active Listening visuals • Scenario cards • Journals • Family worksheets • Support Star templates • PANTS visuals and song • Safety sorting cards • <i>Want to Play Trucks?</i> (No Outsiders) • <i>Max the Champion</i> (No Outsiders)
Year 2	Spring 2	<u>Relate / Friendships / Empathy</u> To learn how to have good relationships with others. To understand how differences help us relate to people. To use Character Strengths to support friendships.	• MHM Relate slides • Journals • Scenario cards • Active Listening checklists • Friendship worksheets

		To understand Active Listening and how it helps us get along. To understand different reactions and how Happy Breathing can help friendships. To learn what makes a good friend and how to treat others with respect. To understand how to solve disagreements kindly and respectfully. To know what to do if a friendship is making them unhappy. To understand similarities and differences and why they matter.	• <i>Someone Just Like You</i> (No Outsiders)
Year 1	Summer 1	<u>Engage / Healthy Choices / Community & Belonging</u> To understand what it means to engage and why paying attention helps us learn. To recap habits that help us feel good (Happy Breathing, Strength Spotting, Gratitude, Active Listening). To practise noticing details and staying focused. To understand how to set goals and work towards them. To learn how to stay focused when things get tough and believe in themselves. To reflect on Engage habits and how they support resilience. To understand how to care for people, animals and the environment. To identify important jobs in the community and their responsibilities. To understand simple ways to keep bodies and minds healthy. To understand belonging and how to help others feel included.	• MHM Engage slides • Journals • Goal-setting templates • Noticing cards • Healthy habits sorting cards • Environment worksheets • Community roles matching cards • <i>The Invisible</i> (No Outsiders)
Year2	Summer 1	<u>Engage / Feel Good, Do Good / Safe Relationships</u> To understand how to use everything they have learnt to feel good and do good. To understand that when we feel good, we do good. To learn how to set goals and identify key actions. To learn how to stay focused when things get tough. To recap all myHappymind habits and reflect on their learning journey. To understand safe and unsafe secrets and why unsafe secrets must not be kept. To understand consent and that they can say no.	• MHM Engage slides • Journals • Goal-setting worksheets • Happy Breathing audios • PANTS visuals and song • Safe/unsafe secret worksheets • <i>Blown Away</i> (No Outsiders)

		To know how to identify trusted adults and ask for help. To understand privacy, safe and unsafe relationships. To understand teamwork and how helping others supports the community.	
Year 1	Summer 2	<u>Growing & Changing / Identity / Transition</u> To learn about how we grow and change as we age. To understand that needs change at different stages of life. To recognise that changes can bring different feelings and that this is normal. To learn strategies for managing feelings about change (e.g., Happy Breathing, talking to a trusted adult). To understand how to apply myHappymind learning when moving to a new class. To understand that everyone is unique and that differences should be celebrated. To recognise that copying others to fit in can affect identity. To feel confident expressing individuality and making their own choices.	• MHM+ Growing & Changing slides • Worksheets (stages of life, needs, strategies) • Transition worksheets • <i>The Hueys in The New Jumper</i> (No Outsiders) • Art materials for “unique jumper” activity
Year 2	Summer 2	<u>Economic Wellbeing / PANTS / Differences</u> To explore what money is and where it comes from. To understand choices around saving and spending. To know the difference between wants and needs. To explore different jobs and how strengths help people succeed. To revisit the PANTS rule and understand how it keeps us safe. To understand consent and confidently say “no”. To recognise unsafe secrets and early warning signs. To identify trusted adults and know how to ask for help. To understand that people grow and develop differently. To recognise that differences should be accepted and valued. To know that bereavement is a kind of loss and that people can feel different things when someone or a pet dies.	• MHW Economic Wellbeing slides • Needs/wants sorting worksheets • Jobs and strengths matching cards • PANTS visuals and song • Safe/unsafe secret worksheets • <i>The Odd Egg</i> (No Outsiders) • Feeling cards - sad, worried, confused, calm

