



Witley C of E Infant School

Learn, love and flourish together

Relationships and Health Education (primary) Policy

Status of document	
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Available on website	Yes
Approval level	Governing Body

Overview

This policy is a working document which provides guidance and information on all aspects of Relationships, Sex and Health Education within the schools for staff, parents/carers and governors. Relationships and health education is compulsory in all primary schools in England. As an infant school our curriculum does not include sex education content, therefore the right of parents/carers to withdraw their child from this element does not apply.

This policy takes into account the DfE statutory guidance for Relationships and Sex Education (RSE) 2020 (updated 12.2025) issued for implementation in September 2026.

Through our strong Christian values of friendship, respect, joy, resilience, trust and confidence, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. Our Relationships, Sex and Health Education (RHE) policy and related policies are underpinned by these values.

As a Church of England School we undertake to follow the principles in the Church of England and the Guildford Diocesan Board of Education which support the statutory guidance relating to, relationships, sex and health education (RHE).

The core purpose of this document is to help adults who work with pupils at Witley C of E Infant School to support their physical, emotional, moral and spiritual development by teaching clear facts, developing skills, positive attitudes and values.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

We want to enable pupils to build good friendships and encourage healthy relationships, make responsible and informed choices and decisions about their behaviour and lives.

Our **school aims** are guided by the principles of the DfE statutory guidance including:

- Help and support all its pupils in their physical, emotional and moral development
- Learn the value of respect, love and of stable and healthy relationships
- Communicate the value of family life, and stable and healthy relationships for the nurture of pupils
- Encourage all pupils to value respect, love and care, and to promote consideration of moral questions and individual conscience
- Supporting the safeguarding of all pupils
- Helping children develop strategies to stay safe online

The Headteacher will ensure that:

- The policy is being implemented
- Staff, governors and parents/carers are informed about our RHE policy
- Parents/carers have easy access to our school RHE curriculum and resources
- Parents/carers are comfortable to discuss any concerns they may have about RHE
- Parents/carers are aware that the school recognises the important role and responsibility that parents/carers have as first teachers of RHE.

Class teachers will ensure that:

- They take account of the policy and the statutory guidance for RHE
- They plan and deliver engaging and effective lessons through our PSHE programme, science and computing curriculum
- They refer any concerns to our DSL or SENCo immediately
- Their daily interactions with pupils model and support the values, attitudes and behaviours promoted by the RHE policy
- Their personal beliefs and attitudes do not prevent the teaching of RHE in line with this policy

Class teachers will use their professional skill and discretion before answering questions and, if necessary, will deal with questions on an individual basis after the lesson. All adults within the school will notify the Headteacher of any issues that give cause for concern that arise from the application of this policy. The Headteacher will deal with any such issues accordingly.

Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a pupil's concerns with the pupil's parents/carers.

Teachers are aware that effective RHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between pupil and teacher will be observed, except where a pupil's question might suggest the possibility

of abuse. In these circumstances, the Designated Safeguarding Lead would be informed, and the school's safeguarding policy followed.

Our curriculum will continue to have pupil's mental health and wellbeing at the centre, with a key focus on healthy relationships, re-connecting and belonging. We will ensure that we manage worries, fears and anxieties and support pupils with loss and bereavement where this arises.

At Witley, we understand that there will be some pupils who require extra support with social and emotional needs. There are opportunities to work with our SENCo to support the pupils to gain an understanding of who they are, build self-esteem, resilience, understanding and regulating emotions. Our SEND room is equipped with appropriate resources to support nurture sessions and tailored interventions.

Governors:

It is the school governors' responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give 'due regard' to the RHE guidance (September 2026). Governors will:

- ensure that there is an up to date policy in place available to parents/carers
- monitor how effectively the policy is used to plan and deliver the RHE policy

Delivering our Relationships and Health Education curriculum

Relationships and health education (RHE) is integrated into our curriculum through our PSHE Programme (personal, social, health and economic education), science and computing curriculum.

RHE will be taught in the context of developing happy and healthy relationships throughout the whole school, starting in Early Years. It will promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community. In the primary phase, it builds a foundation of emotional and social skills, which is central to all later work within this area of the curriculum. Pupils are taught the necessary strategies, knowledge and skills to navigate the wider world and have awareness of how to keep themselves safe.

The table below gives the learning theme of each of the six half terms and these are taught across the school; the learning deepens and broadens every year.

Term	Learning Theme
Aut 1	Families and people who care for me
Aut 2	Caring and kind friendships
Spr 1	Understanding emotions and regulating
Spr 2	Respectful relationships
Sum 1	Being safe including online safety and awareness
Sum 2	General wellbeing, physical health and healthy eating

Some learning content is taught discreetly, with which teachers have ownership in planning and delivering this in a suitable and age-appropriate manner, along with the utilisation of workshops and visitors to enrich learning for all.

Our staff follow the **NSPCC PANTS** scheme which will be shared with the pupils during PSHE sessions, timetabled into the year group sessions every half term. The PANTS scheme from the NSPCC talks about how to keep pupils safe by using a simple underwear rule:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning. Through the EYFS Curriculum pupils are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Pupils are shown how to form positive relationships with adults and other pupils, and they talk about how they and others show feelings. Elements of the science curriculum are covered in the area of understanding the world, with themes such as changes over time, basic body parts and the human body.

Key Stage 1:

Through the science curriculum, pupils learn to identify, name, draw and label the basic parts of the human body. Pupils learn about the importance of personal hygiene and maintaining good health and personal safety.

National Curriculum Science Year 1	National Curriculum Science Year 2
Animals, including humans. Pupils are taught to:	Animals, including humans. Pupils are taught to:
• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • 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 • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Computing and Online Safety

Through our computing curriculum pupils are taught about online safety. Pupils learn:

- 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.

We support parents/carers to help keep their pupils safe online through our monthly Online Safety Newsletter which contains facts and information to help adults openly talk about healthy friendships and relationships online, cyber bullying, and how to monitor and install controls to support their pupil's online activity. Every year we also email every family our Online Safety Parental Controls booklet to help them keep their child safe online in the home.

Review, Assessment and Evaluation

Monitoring of the RHE Policy is the responsibility of the Headteacher and the governors. Witley Infant School will assess the effectiveness of the aims, content and methods in promoting students learning through learning walks, sampling teachers' planning, talking to our pupils and feedback from parents/carers. We will ensure that all pupils have equal access to the RHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. The effectiveness of the RHE programme will be evaluated by assessing pupil's learning and implementing change if required.

Parents/carers Right of Withdrawal

Parents/carers have the right to withdraw their pupils from sex and relationships education in primary school. However, since sex education is taught at Key Stage 2, effectively this means that there is no part of the school's curriculum from which parents/carers have the right to withdraw their pupils at Witley C of E Infant School.

Safeguarding and Confidentiality

Safeguarding is a critical part of an effective Relationships and Health Education. Through RHE, we aim to ensure that all pupils are well equipped to develop positive relationships and awareness of keeping themselves safe in the future. We safeguard our pupils effectively through teaching these valuable life skills.

Staff cannot offer unconditional confidentiality. We are aware that this is a sensitive area of education. Teachers will use their skill and discretion in all situations. Sometimes a pupil may ask a particularly sensitive question. Teachers will decide in these situations whether it is appropriate to give an answer and whether it should be to the whole class or the individual. In cases of suspected abuse or disclosures of abuse the procedure described in our Safeguarding and Child Protection Policy will be adhered to. While the subject of sexual abuse is not included explicitly in the curriculum, all staff will be vigilant to its indicators. If the teacher feels that a pupil is at risk, they will follow the school's safeguarding procedures.

End of policy