



Relationship and Health Education (RHE) Policy and Procedure

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: Full Governing Body	Date: 12.2.2026
Signature (Chair of Governors): Signed copy held on file	Signature (Headteacher): Signed copy held on file
Last reviewed on: March 2026	Next review date: March 2027

This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 2 Non Discrimination

Every child has the right to not be discriminated against, whatever their ethnicity, sex, religion, language, abilities or any other status; whatever they think or say, whatever their family background.

Article 3 Best Interests of the Child

The best interests of the child must be a top priority in all decisions and actions that affect the child.

Article 12 Respect for the views of the Child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 Freedom of Expression

Every child must be free to express their thoughts and opinions and to access all kinds of information.

Article 28 Right to Education

Every child has the right to an education. Primary education must be free.

Becontree Primary School

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school's:

- Child Protection and Safeguarding Policy and Procedures
- General Data Protection Regulations (GDPR) Policy
- Behaviour and Attitudes Strategy
- Anti-Bullying Policy
- Online Safety Policy
- Single Equality Scheme
- SEND Information Report
- **Inclusion Policy**
- PSHE Policy and Curriculum
- Science Curriculum
- Relationships Education, Relationships and Sex Education (RSE) and Health Education

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

1. School Background Information

1.1	Type of School	Primary
1.2	Member of Health School Scheme since	2023 (Gold Award)
1.3	Average Number on Roll	468
1.4	Number of Class in a Year	2
1.5	Gender	Mixed

2. Key contacts

2.1	Safeguard Lead Deputy Safeguard Lead	Clare Stock Lillian Stonier
2.2	RHE Lead	Clare Stock
2.3	Lead Governor	Ms H Hamid

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School phase curriculum handbooks
- 3.2 School website (as part of the curriculum information)

4. Purpose of RHE Policy

This policy has been written as a statutory requirement and to:

- 4.1 Provide a clear statement about what the school aims to achieve form RHE and why it thinks RHE is important.
- 4.2 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RHE.
- 4.2 Give information to parents and carers about what is taught, how it is taught and when.
- 4.3 Give parents and carers information about their involvement with RHE.

5. How the Policy was developed

This policy was developed as part of our statutory responsibility with governors in consultation with Healthy schools' advisor for Barking and Dagenham and the Health and Well-being advisor for London.

6. Legislation

From September 2026, it is mandatory for all schools to follow the updated DfE Relationship and Sex Education (RSE) and Health Education Guidance, made under sections 34 and 35 of the Children and Social Work Act 2017. It outlines:

- 6.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools

- 6.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the new statutory Relationships and Health Education (refer to point 10.5).

At Becontree Primary School, we have made the decision to teach two lessons in year 6 which go beyond the science curriculum. These lessons focus on puberty (outside the science curriculum) and reproduction, and families, conception and pregnancy. We feel that these lessons are important as they address many of the questions that children have. They are taught within the context of healthy adult relationships.

7. Definition for Relationships Education

“Relationships Education enables the physical, cultural, social and emotional development of pupils. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, to have an understanding of the legal aspects of human relationships and to develop an understanding of tolerance and diversity, now and in the future.”

8. Aims of RHE

- Develop confidence to talk, listen and think about feelings and relationships.
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help.
- Develop skills to make and maintain positive relationships.
- Develop positive attitudes and values and respect differences in opinions.
- Develop confidence in decision making, understanding consequences, acting on informed choices.
- Develop a positive self-image and high self-esteem.
- Gain accurate knowledge and understanding about sexuality and relationships.
- Understand about consent in all relationships, including resisting pressure and/or not applying pressure through respect for others' boundaries.
- Develop personal responsibility for one's actions.
- Know where to get confidential advice and support.

9. Moral and Values framework

RHE will be delivered in line with the school's core value of “Respecting One Another” and within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship and Health Education (RHE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our children to understand and

manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RHE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

10. Content and Organisation of the RHE Programme

- 10.1 Timetable allocation: 30/60 minutes per week
- 10.2 Groupings: Single sex and or mixed groups, depending on the specific topic that is being taught or discussed.
- 10.3 Staff Involved: The RHE scheme of work will be delivered by the class teacher, specialist RHE team and, or other outside visitors. It is important to note that where outside visitors help to deliver RHE they are not there to replace teachers but to enrich teaching and learning experiences.
- 10.4 Where taught: Dedicated PSHE and RHE lessons, subject specific lessons, e.g. science and RE, assemblies and whole school events, e.g. Mental Health and Well-Being day/week.
- 10.5 Curriculum Content: Copies of our Curriculum Overviews can be found on our school website – [PSHE and RHE | Becontree Primary School](#)

Statutory Content

Relationships Education Curriculum

- Families and people who care for me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Health Education Curriculum

- General Wellbeing
- Wellbeing Online
 - Physical Health and Fitness
 - Healthy Eating
 - Drug, Alcohol, Tobacco and Vaping
 - Health Protection and Prevention
- Personal Safety
 - Basic First Aid
 - Developing Bodies (including puberty and naming correct body parts.)

Science Curriculum (statutory content related to Relationship and Sex Education)

EYFS: Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1 (age 5-7 years)

- 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.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Recognise the impact of diet, exercise and drugs and lifestyle on the way their bodies function.

Non- Statutory Content

Living in the wider world (KS1 and KS2)

- Economic Wellbeing- this focuses on financial well-being online, identifying and managing financial safety, harms, scams, risks etc.
- Being a Responsible Citizen
- Careers

Non- Statutory Sex Education Content

There are only two lessons in year 6 that cover the 'sex' element of Relationships, Health and Sex Education which are taught in the context of healthy, adult relationships and focus on:

- puberty and reproduction
- families, conception and pregnancy

These two lessons are the only content that parents/carers can withdraw from.

11. How is RHE taught?

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. Teaching using agreed resources will consider equality of opportunity through use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the RHE curriculum, a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

12. Equality, Diversity and Inclusion

As an inclusive school, we value the difference and diversity of our community at school, valuing all those who are from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married in civil partnerships, children living in care or young carers.

Our school core value of '**Respecting One Another**' underpins everything we do and our curriculum intent to promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010. By exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, we are teaching children to live respectfully with all members of the community, in preparation for their lives in a globally connected world.

Our shared vision states that our school is '**A special place where parent and community partnerships are strong, underpinned by a sense of trust and shared ownership of our core values**' This is something we work hard to achieve.

Fundamental British Values are actively promoted throughout the curriculum:

- **democracy;**
- the **rule of law;**
- **individual liberty;**
- mutual **respect** for and tolerance of those with different faiths and beliefs, and for those without faith.

12. Meeting the needs of SEND Pupils

RHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND Code of Practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by **adapting content**, using appropriate resources, small group work, where necessary providing 1:1 support and providing training and support for teachers.

13. Confidentiality Statement

The school will ensure that children know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. Children are encouraged to talk to their parents/carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to children. They will work within the agreed procedures as part of the school's Confidentiality and Safeguarding Policies for recording and reporting disclosures and the nature of access to this information.

14. Assessing RHE and Monitoring the implementation of the Programme

The RHE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed.
- Supporting staff to assess pupils' progress.
- Recommending targets for whole school development.
- Evaluating the programme by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained.
- The views of pupils, staff and parents will be sought and considered as the programme develops and changes.

15. Teachers' Responsibilities

To work within the aims of the RHE curriculum, ensuring that their own personal beliefs and attitudes do not influence their teaching of RHE.

To ensure teaching and learning is in line with school expectations and curriculum guidance.

16. Training staff to deliver RHE

It is important that staff delivering RHE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RHE. Continuing professional

development will be provided through a range of options, e.g. individual study and development/ in-house CPD/ external training courses.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practicing a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

17. Engaging Parents/Carers and the Right to Withdraw from Sex Education

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including relationship, health and sex education matters.

We take every opportunity to inform and involve parents/carers in their child's RHE by:

1. Making our commitment clear in the school handbook/brochure.
2. Sharing our school policies via our website.
3. Inviting parents/carers to read the RHE Policy, curriculum overviews and guidance and raise any questions or concerns they have. All information is accessible on the school website or a copy can be obtained from the school office upon request.
4. Inviting parents/carers to attend a meeting to view teaching and learning materials and resources.
5. Finding out from parents/carers any religious or cultural views they may have which may affect the RHE they wish to be given to their children. Whilst we would consider any request carefully, we must follow DfE guidance and cannot compromise our equal opportunities policy.

Parents/carers have the right to withdraw their child from the non-statutory Sex Education, but not the right to withdraw their child from any lesson in statutory Science, Relationships Education (see section 10 for statutory and non-statutory content).

In an annual letter to Year 6 parents/carers, we will make clear which lessons sit within sex education, provide information about the content of the curriculum and outline parents/carers right to withdraw their child from these lessons.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the headteacher. Any request for withdrawal should be put in writing using the form found in **Appendix 1** of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

18. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning. Children might ask questions related to RHE both in and outside of lessons. This means that

children who are withdrawn from a lesson may also ask a question in relation to RHE outside of the lesson time.

We feel it is important to answer questions honestly, with factual information and in an age appropriate way. Children who don't have their questions answered may look to other sources for information, such as the internet.

If we have a concern with regards to safeguarding due to the nature of a question, we would follow our school safeguarding procedures.

19. Working with the Wider Community

The following individual was consulted in the development of this policy:

- Healthy Schools and PSHE Adviser for London and the Health Advisor for Barking and Dagenham.

20. Disseminating and Monitoring the RHE Policy

A copy of this policy will be provided to all staff and governors. A full copy will be published on the school website and made freely available to parents on request.

Copies will also be provided to other professionals whose work relates to RHE or who may be involved in its delivery.



Appendix 1

Parent form for withdrawal from Sex Education within RHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	Year 6
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	