

ST MARY'S CE (A) FIRST SCHOOL POLICY DOCUMENT FOR RELATIONSHIPS & HEALTH EDUCATION

*"Our Vision is to provide the best opportunities to become life-long learners.
Our Christian values rooted in the Good Samaritan recognise everyone is loved by God.
Our ethos is to show love and respect - to ourselves, each other and God's creation."*

Policy Statement

St Mary's First School we believe that our Relationships and Health Education (RHE) curriculum equips children with the knowledge, skills and understanding they need to lead healthy, confident and successful lives, preparing them to become informed, responsible and active citizens in an ever-changing world. Rooted in our Christian vision and values, and inspired by the parable of The Good Samaritan, our RHE curriculum encourages every child to recognise the dignity and worth of others by showing love, kindness, compassion and respect in all their relationships. Through a structured and progressive curriculum, we support pupils to develop self-worth, think of others, value diversity, make responsible choices and build the confidence to form healthy, positive and respectful relationships, enabling them to flourish within our school community and beyond.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Department for Education, 2019

Aims

As a Church school, Relationships and Health Education is taught within a Christian context of love and faithfulness. Relationships and Health Education puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships. It is an integral part of our Personal, Social and Health Education (PSHE) programme that will help children to respect themselves and others, as taught in the parable of the Good Samaritan. We believe that Relationships and Health Education is an ongoing process which should start in the home and continue at school and be delivered in partnership with parents and carers. The programme is tailored to the age and the physical and emotional maturity of the children. Parents are encouraged to discuss the planned curriculum.

Furthermore, the Relationship and Health Education lessons support the wider work of the school by promoting self-affirmation and mental well-being by endorsing positive thinking which is already embedded within the school environment.

What is Relationship and Health Education?

Relationships and Health Education focuses on developing the skills, knowledge and attributes to keep children and young people healthy and safe and to develop good, strong relationships to prepare them for life and work. Relationships and Health Education is a compulsory subject which aims to help children to fully develop as individuals and as members of families and social and economic communities. The goal is to equip young people with knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly in society.

Intent:

Through the Relationships and Health Education curriculum our pupils will:

- Develop a safe and healthy lifestyle
- Understand what makes good relationships with others
- Develop a whole school approach to building self-confidence and self-esteem
- Develop skills in language, decision-making and assertiveness
- Learn to respect the differences between people and celebrate uniqueness
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Develop good relationships with other members of the school and the wider community
- Develop their understanding of healthy and unhealthy relationships both on and offline
- Be offered learning opportunities above and beyond the curriculum
- Be prepared for the roles of adult life

Implementation:

- A school ethos that promotes self-respect and respect for others which values the place and contribution of all individuals to the school
- Circle time activities
- Friendship intervention groups
- Direct, cross-curricular and purposeful Relationships and Health Education teaching across the school
- Teaching Relationship Education through other curriculum areas e.g. Religious Education, Science, computing, PE
- Outside agencies and guest speakers such as police officers, fire fighters, NSPCC
- Whole school events e.g. Anti-bullying week, Online safety Day, Charity fundraising events
- School Council meetings to discuss school issues

Impact:

The impact of our Relationships and Health Education (RHE) curriculum is monitored through a range of quality assurance activities to ensure it meets the needs of our pupils and fulfils statutory requirements. This includes:

- Pupil voice activities, including questionnaires and discussions, to evaluate pupils' understanding, engagement and confidence in applying their learning.
- Monitoring of teaching and learning to ensure the curriculum is delivered effectively, consistently and in an age-appropriate manner.
- Staff feedback and curriculum review to identify strengths, areas for development and any emerging needs.
- Ongoing evaluation of the curriculum to ensure it supports pupils' personal development, wellbeing, respectful relationships and preparedness for life in modern Britain.

The information gathered is used to continually review and improve the RHE curriculum, ensuring it remains relevant, inclusive and responsive to the needs of our pupils, enabling them to develop the knowledge, skills and values needed to build healthy relationships, make informed decisions and become responsible, respectful and active members of society.

Children and Parental Involvement

At St Mary's First School, we recognise that children are active members of both the school and wider community. Through our Relationships and Health Education (RHE) curriculum and opportunities for pupil voice, we encourage pupils to contribute positively to school life, develop responsibility and respect for others, and understand that their views are valued. Opportunities such as the School Council, Eco Committee and other leadership roles enable pupils to participate in decision-making and contribute to the continuous improvement of our school community.

The school values the important role that parents and carers play in supporting their children's personal development and wellbeing. We are committed to working in partnership with families and welcome their views during the review and development of the RHE policy and curriculum. Parents and carers are encouraged to discuss any questions or concerns with the school.

This policy is published on the school website, and parents and carers are provided with information about the RHE curriculum so they understand what will be taught and when. This helps to promote openness, transparency and a shared understanding between home and school, enabling parents and carers to support their children's learning in an age-appropriate way.

Teaching & Learning

- The Policy aims to support all learners and their needs, as inclusivity is part of its philosophy. Teachers will tailor lessons and resources to suit the needs of all children in their class to ensure that they work to achieve their full potential.
- All teachers will ensure that topics are taught with sensitivity, with respect for backgrounds and beliefs of pupils and parents.
- Teachers will collaborate with families and health practitioners where needed and will plan for appropriate content matched to learners' needs to ensure that teaching is inclusive.
- At St Mary's First School we believe that it is in the best interests of the child to receive high-quality, developmentally appropriate Relationships and Health Education that safeguards learners by teaching the skills and knowledge required to thrive in an ever-changing world, both online and off.
- The understanding and attributes developed through the Relationships topics will then be used to support individuals right now as they are growing up and support them as they develop into adulthood and the working world.

How will sensitive issues be handled and delivered?

Sensitive and controversial issues will be delivered respectfully, taking into account a child or parent's beliefs, values or religion. The purpose of the Relationships and Health curriculum is to enable children to address sensitive issues in a balanced and respectful way, in a safe environment. Teachers will ensure that any sensitive issues are taught in a careful manner with a focus on the needs of the children within their care. Teachers should:

- Ensure that ground rules are established regarding how they behave towards each other
- Ensure that pupils are clear about the difference between fact and opinion
- Provide appropriate support after a session for any pupil who may be upset following on from an issue raised in the lesson
- Not share or express their own views, bearing in mind that they are in an influential position within society
- Adapt and tailor lessons to support the needs of learners to ensure that the lesson is accessible for all

How will the issue of confidentiality be handled?

In the context of Relationships and Health Education lessons, children may disclose personal information. Children must be made aware that in this situation it is necessary for the teacher to act upon certain disclosures that a child may make if the teacher feels that it puts the child or somebody else in danger. Therefore, it is good practice for teachers to establish ground-rules before tackling any sensitive or controversial issues within their lessons.

Delivery across school

The delivery of our Relationships and Health Education will be conducted through our PSHE plans using discrete and cross-curricular learning opportunities. Below is an outline of the Relationships and Health Education topic coverage.

The Relationships curriculum will cover:

Families and people who care for me
Caring friendships
Respectful, kind relationships
Online safety and awareness
Being safe

The Health and Wellbeing curriculum will cover:

General wellbeing
Wellbeing online
Physical health and fitness
Healthy eating
Drugs, alcohol, tobacco and vaping
Health protection and prevention
Personal safety
Basic first aid
Developing bodies

Key skills developed through our Relationships and Health Education

Emotional literacy is the ability to recognise, understand, deal with and express emotions in an appropriate manner. Children need to understand the part emotions play in human actions and experiences so that they can support their peers as well as know how to handle their individual thoughts and feelings. To be emotionally literate, children need to develop the following skills:

- Recognising, naming and describing feelings
- Understanding and empathising with others
- Managing individual feelings
- Responding appropriately to the feelings of others
- Communicating effectively

The opportunities provided in our Relationships and Health Education teaching enables children to develop these skills through well planned activities and circle times as well as supporting children's mental wellbeing both now and in the future.

Working with others

The teaching of Relationships and Health Education incorporates and promotes the development of teamwork and social skills in order to develop children's capacity to work collaboratively and effectively.

Problem solving

Well planned and effective Relationship and Health lessons should use appropriate real-life situations relating to the topic covered in class. These provide children with a decision-making opportunity and the learners must discuss, use thinking skills and problem solve to reach the best outcome.

Monitoring

The implementation and quality of the Relationships and Health Education (RHE) curriculum will be monitored by the RHE Subject Leader and the Senior Leadership Team.

Monitoring will ensure that the curriculum is delivered consistently, meets statutory requirements and provides all pupils with high-quality learning experiences that prepare them for the next stage of their education and life in modern society.

The effectiveness of the curriculum will be evaluated through a range of quality assurance activities, including pupil voice, questionnaires, discussions, lesson observations, staff feedback and curriculum reviews. The outcomes of monitoring and evaluation will be used to inform ongoing curriculum development, staff training and continuous improvement, ensuring that the RHE curriculum remains relevant, inclusive and responsive to the needs of all pupils.

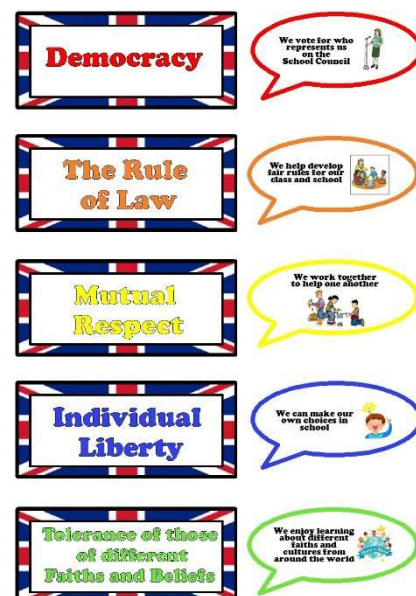
Agreed by staff and governors: September 2026 Review: September 2028

Appendix

The Relationships and Health Education embeds the delivery and promotion of the British values:

- Democracy
- The Rule of Law
- Mutual respect
- Individual liberty
- Tolerance

These five values will be included in the delivery of Relationships and Health Education lessons across the school as well as promoted in the school environment such as voting, Religious Education lessons, school rules, classroom rules and the School Council.



Teaching

Based upon the PSHE Association Curriculum Model

PSHE education | Long-term overview St Mary's First School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle 1	Making friends: playing and learning together	Showing kindness to ourselves and others	Mental health and wellbeing	Money and work	Keeping safe outside the home	Looking back and moving on
KS1 Cycle 2	Safety at home	Celebrating me, you and our families	Being healthy	Me, my body and staying safe	Keeping safe online	Keeping safe online (2)
KS2 Cycle 1	Me, my friends and belonging	Forming respectful relationships	Mental health and wellbeing	Money matters and jobs	Keeping safe when out and about	Looking after each other
KS2 Cycle 2	Exploring ways to manage risk	Families and growing together	Building healthy habits	Me, my body and growing up	Making choices online	News literacy
	Statutory RHE		Statutory RHE	Economic Wellbeing and Careers		Economic Wellbeing and Careers

Policy Links

- Anti-bullying
- Behaviour management
- Child protection and safeguarding
- Online safety
- Curriculum areas
- Equality and diversity
- Special educational needs
- British values