



Small Beginnings; Endless Possibilities

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."
Matthew 13 31-32

GROWING TOGETHER IN COMPASSION, CURIOSITY AND COURAGE

Relationships and Health Education Policy

Policy agreed (date):	2025
Policy published (including on website) (date):	2025
Next review (date):	2026

1. Introduction

1.1 Purpose of the Policy

This Health and Relationships Education (RHE) Policy sets out our school's approach to delivering the statutory requirements for Health Education and Relationships Education in primary schools, as outlined in the Department for Education (DfE) statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)* and mindful of the proposed revised guidance due from September 2026. It also aligns with our responsibilities under the Equality Act 2010 and contributes to our broader safeguarding strategy.

This policy reflects our Christian foundation, and the values and vision that underpin every area of school life: Compassion, Curiosity and Courage. Rooted in the biblical narrative of the Parable of the Mustard Seed (Matthew 13:31–32), our school believes in the transformational power of small beginnings — enabling all children to grow in dignity, wisdom, and love.

1.2 Statutory Requirements

We are required to provide Relationships Education to all pupils as part of the basic curriculum. Health Education is also compulsory. Our policy and curriculum are devised in line with:

- DfE Statutory Guidance (2019) on RHE
- Draft DfE Guidance for teaching from September 2026
- The Equality Act 2010
- Ofsted Education Inspection Framework (EIF, 2025) and subject curriculum toolkits
- *Keeping Children Safe in Education (2024)*
- *Valuing All God's Children* (Church of England, 2019)
- SIAMS Evaluation Framework (2023)
- PSHE Association Programme of Study, Learning Opportunities, and guidance
- Kapow Primary PSHE and RSE Curriculum

The school does not provide sex education beyond what is statutory within primary education.

2. School Vision, Ethos and Christian Distinctiveness

2.1 School Vision

Our school's vision — *Small Beginnings, Endless Possibilities; Growing together in Compassion, Curiosity and Courage* — captures our belief in every child's potential to flourish through nurturing and challenge. Inspired by the Parable of the Mustard Seed, we recognise that seemingly small steps in a child's emotional, social, and spiritual development can blossom into lifelong attitudes, values, and resilience.

RHE is instrumental to the realisation of this vision: growing compassionate hearts, curious minds, and courageous spirits.

2.2 Christian Foundation and Inclusion

This is a Church of England school, and all teaching — including RHE — is informed by the inclusive Christian principles outlined in *Valuing All God's Children*. This guidance underlines that all children are made in the image of God and affirms the dignity of every learner.

RHE provides opportunities to explore Christian ideas of love, trust, justice, forgiveness, friendship and responsibility. Without promoting any one family model or lifestyle, the curriculum fosters an ethos of inclusion, promoting understanding and respect for difference, including gender identity, special educational needs, faith background, and diverse family circumstances.

3. Aims of RHE

By delivering a carefully planned and sequenced RHE curriculum we aim to:

- Equip pupils with the knowledge to make informed and respectful decisions about relationships
- Support pupils in managing the physical and emotional changes of puberty
- Promote mental wellbeing, resilience and self-esteem
- Help pupils recognise unsafe or exploitative situations, including online
- Develop a respectful and supportive understanding of differences among people and families
- Encourage curiosity, critical thinking and open-mindedness in navigating difficult moral issues
- Embed our school values — Compassion, Curiosity and Courage — in relationships with self and others
- Enable children to flourish in line with our Christian vision and the expectations of the SIAMS framework

These aims support the Ofsted 2025 judgement area of Personal Development and meet the statutory learning outcomes required by the DfE and the PSHE Association.

4. Curriculum Content and Organisation

4.1 Overview

RHE is delivered as part of our PSHE curriculum, following the Kapow Primary PSHE and RSE Scheme. This curriculum is mapped securely against:

- The learning outcomes of the DfE's statutory guidance (2019)
- PSHE Association recommended learning opportunities
- The capabilities and needs of our pupils
- Coverage expectations from SIAMS and Ofsted frameworks

The curriculum is interpreted through a whole-school approach and covers three core strands:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Statutory requirements are fully integrated into our content.

4.2 Curriculum content

The core areas of Relationships and Health Education include:

Relationships Education

- Caring friendships

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

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco (age-appropriate)
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

These are taught progressively through thematic modules in each year group. Non-statutory sex education is not included in our curriculum.

We approach sensitive content such as puberty and staying safe with honesty, care and age-appropriate vocabulary, while respecting pupils' level of development.

4.3 Teaching and Learning Approaches

We create a safe, inclusive and reflective learning environment by:

- Establishing ground rules at the start of each module
- Encouraging pupil voice, dialogue and questioning
- Using active learning strategies including partner work, group discussion, storytelling and creative tasks
- Employing quality-assured resources from Kapow Primary
- Encouraging personal reflection to foster self-awareness and empathy
- Drawing links across the curriculum, particularly with Science and RE

Teachers respond to pupils' questions openly and without judgement. Questions asked outside the scope of the taught curriculum are handled sensitively and followed up with parents when necessary.

Lessons are taught primarily by class teachers, and where appropriate, support staff or visitors with appropriate training.

4.4 Curriculum Progression

The curriculum builds upon prior knowledge through a spiral approach, in which topics are revisited and extended each year. This approach supports retention, holistic understanding, and developmentally appropriate challenge, as recommended by the PSHE Association and Ofsted.

4.5 Addressing Recent and Upcoming Guidance

We are aware of the DfE's proposed 2026 revisions and will ensure that once finalised, our curriculum is amended as necessary. We are committed to:

- Ensuring age-appropriate introduction of difficult or sensitive content
- Keeping parents informed ahead of time
- Ensuring that all teaching is factual, unbiased, and in line with school and Christian values

5. Inclusion, Equality and Safeguarding

5.1 Meeting the Needs of All Pupils

RHE is inclusive and accessible to all pupils regardless of background, SEND status, religious belief, sexual orientation, gender identity, or family structure. Teaching is differentiated and adapted in line with the SEND Code of Practice (2015), ensuring that pupils receive an equitable curriculum.

5.2 Promoting Equality

Our RHE curriculum actively promotes the protected characteristics outlined in the Equality Act 2010. Activities and content are carefully reviewed for unintended bias or stereotypes and aim to build understanding across differences. We take our obligations under the Public Sector Equality Duty seriously. In the spirit of *Valuing All God's Children*, pupils are taught that all are loved by God, and diversity is celebrated within our Christian ethos.

5.3 Safeguarding and Confidentiality

RHE directly supports safeguarding as outlined in *Keeping Children Safe in Education (2024)*. Pupils are taught how to keep themselves safe, recognise abuse, and know how to report concerns. Any safeguarding disclosures are handled in accordance with our Safeguarding Policy. Staff recognise that topics such as relationships, puberty or online safety may trigger disclosures or emotional responses in pupils. Provision is made to support children appropriately before, during, and after these lessons.

6. Working with Families

6.1 Partnership with Parents and Carers

We are committed to working transparently and collaboratively with families. Information sessions and letters will be provided each academic year detailing the content of the RHE curriculum. Our policy and curriculum maps are published on the school website and are available on request. Parents are encouraged to speak with staff about any queries or concerns.

6.2 Right to Withdraw

Parents have the right to withdraw their child from non-statutory sex education only — which is not part of this RHE policy. There is no right to withdraw from Relationships or Health Education. Any requests to withdraw from additional elements (e.g. Science-related conversations beyond the curriculum) should be submitted in writing to the Headteacher.

7. Roles and Responsibilities

7.1 Governing Body

The governing body is responsible for ensuring:

- The policy is published and reviewed annually
- The policy complies with statutory guidance and reflects the ethos of the school
- They have oversight of curriculum content and delivery

7.2 Headteacher

The Headteacher ensures:

- Delivery of the RHE curriculum is consistent with the school vision and values
- Staff receive necessary training and support
- Parental consultation is meaningful and ongoing
- Pupil voice informs the implementation and review of the policy

7.3 PSHE/RHE Lead

The PSHE Lead:

- Monitors curriculum delivery and ensures coverage of statutory content
- Assesses teaching for quality and progression
- Supports staff through training and clear resources
- Monitors overall impact, including pupil voice and outcomes

7.4 Class Teachers

All class teachers are responsible for:

- Delivering RHE with sensitivity and professionalism
- Maintaining boundaries and referral processes when handling disclosures
- Promoting inclusion and safeguarding in the classroom

8. Monitoring, Review and Impact

8.1 Monitoring Curriculum Delivery

The RHE policy and provision are monitored through:

- Lesson observations
- Learning walks
- Work scrutiny
- Staff and pupil feedback
- Staff support/training evaluation

The PSHE Lead and SLT ensure learning outcomes are achieved and align with the school's strategic plan for personal development (Ofsted EIF, 2025).

8.2 SIAMS Evaluation

RHE contributes to pupils' spiritual development, ethical maturity, and character education in line with SIAMS expectations. It provides pupils with a moral framework rooted in Christian values, supporting dignity and aspiration.

8.3 Reviewing the Policy

This policy will be reviewed annually by the Headteacher, PSHE Lead, and designated governors. Feedback from staff, parents and pupils informs policy amendment and curriculum enhancement.

Appendix : Key References and Resources

- DfE Statutory Relationships Education, RSE and Health Education Guidance (2019)
- Draft DfE RSE Guidance for implementation September 2026
- PSHE Association Programme of Study (2023 edition)
- Kapow Primary PSHE & RSE Curriculum
- *Valuing All God's Children* (Church of England, 2019)
- Equality Act (2010)
- SEND Code of Practice (2015)
- *Keeping Children Safe in Education* (2024)
- Ofsted Education Inspection Framework (2025)
- SIAMS Evaluation Framework (2023)

Rooted in the teachings of Jesus and the parable of the mustard seed, we believe that every child is a unique image-bearer of God. Through Health and Relationships Education, we nurture their potential — sowing seeds of compassion, curiosity, and courage that will flourish in their relationships for life.