Wembley Primary School

Relationships and Health Education (RHE) Policy

Statutory from 1 September 2026

- Relationships Education – Statutory for Primary Education
- Relationships and Sex Education – Non-statutory for Primary Education
- Health Education – Statutory for all maintained schools

	Approved by	Date of next review
October 2026	FGB	November 2027 For introduction of updated guidance
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1. Aims

At Wembley Primary School, the physical and emotional well-being of our children is a priority. We nurture and educate our pupils in order to help them to develop the knowledge, understanding and skills needed to live happy, healthy and successful lives, now and in the future. This is underpinned by the aims of our Relationships and Health Education programme which are:

- To raise pupils' self-esteem, emotional wellbeing and confidence, especially in their relationships with others. This will help pupils to form and maintain positive relationships based on respect for themselves and for others at home, at school and in the wider community.
- To allow pupils to develop skills for a healthy, safe lifestyle.
- To prepare pupils for puberty and adulthood, including the understanding of health and hygiene.
- To help pupils develop relationships and communication skills to cope with the influences of their peers and the media.
- To safeguard children from abuse and protect them from exploitation.
- To provide a safe and supportive learning environment where discussion on sensitive issues can take place.
- To give pupil opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.
- To learn a comprehensive, balanced and relevant body of factual information to inform their present and future choices.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Wembley Primary School we teach RHE as set out in this policy.

3. 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. A review with the PSHE Leader and Senior Leadership Team where all relevant information was pulled together including relevant national and local guidance as well as our current scheme of work 'One Decision' and additional lesson plans from the PSHE Association. In Summer 2025, a further review of scheme of work was made by the PSHE Leader and Senior Leadership Team. It was decided that we would continue to use lesson plans from the PSHE Association and that we would start to use some lessons from the 1 Decision scheme of work. Both these schemes of work are Kite Marked by the PSHE Association.

2. Parent consultation – Parents were consulted and informed annually about the school's approach to Relationships and Health Education through the following:

Parent forum – Held annually to share and discuss key lessons and resources, with opportunities for questions and discussion.
Parent workshop – Delivered regularly to introduce the school's approach to Relationships and Health Education, share key resources, and invite questions and discussion. Workshops took place this year (2026) and last year (2025) with further opportunities to review resources provided in Autumn 2026.

Policy – The Relationships and Health Education policy has been made available to all parents each year, with opportunities for feedback provided annually, including in 2023 and Spring 2026.

3. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations in Spring 2026.

4. Pupil consultation - school council members and Rights Respecting ambassadors were asked what they would like to learn about in health and education lessons in 2026.

5. Governor discussion - governors introduced to national and local guidance and then have reviewed policy in light of the consultation.

6. Ratification - once amendments were made, the policy was shared with governors and ratified.

4. Definition

RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships and healthy lifestyles including mental health and wellbeing.

RHE involves a combination of sharing information and exploring issues and values.

RHE is not about the promotion of sexual orientation or activity.

At Wembley Primary School, we will be covering the statutory aspects of:

- KS1 & KS2 Science Curriculum (see Appendix 1)
- Relationships Education for primary schools (see Appendix 3)
- Health Education (see Appendix 4)

5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary. It builds upon the Personal, Social and Emotional Development aspects of the Early Learning Goals taught in Nursery and Reception.

The curriculum has been adapted from the 1 Decision and PSHE Association schemes of work by senior leaders and our PSHE leader. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers receive training to ensure that answers are given in an appropriate and value-neutral manner, in particular questions about sexuality and diversity.

For more information about our curriculum, see our curriculum map in Appendix 2.

6. Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE) and Physical Education (PE). Some aspects of the Online Relationships curriculum will be taught through the Computing curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. Our PSHE curriculum includes (but is not limited to) objectives linked to the following themes:

-**Being me in my world** (establishing rules and class charter, team building and growth mindset).

-Relationships (including friendships, diverse families, online relationships, seeking permission, stereotyping, discrimination and bullying)

-Health and Wellbeing (including physical health, including healthy eating and exercise, dental health, mental health and wellbeing)

-Living in the Wider World (including keeping safe at home and in the community, drugs and alcohol education, managing risk, basic First Aid)

These are four of the key themes in our PSHE scheme which ensure there is progression in the teaching of relationships and health education from Reception to the end of Key Stage Two.

For more information about our RHE curriculum, see Appendices 2 - 4.

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). Resources such as books and photographs will be age appropriate to learning and ensure no one family type is promoted above another.

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 may include single-parent families, families with LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, and other family structures. Teaching also reflects sensitively that some children may have different structures of support around them, for example looked-after children or young carers.

The curriculum promotes British Values, including mutual respect, tolerance of those with different faiths and beliefs, individual liberty, and the rule of law, and it explicitly links to children's rights, supporting pupils' understanding of their rights to equality, safety, and the respect of their views. Lessons are inclusive and respectful of all pupils and families, in line with the Equality Act 2010 and the UN Convention on the Rights of the Child (UNCRC), taking account of protected characteristics to ensure that no individual or group is discriminated against or marginalised.

Resources such as books, photographs, and discussion materials are carefully selected to be age-appropriate and inclusive, ensuring that no one family type or way of life is promoted above another. This approach

supports pupils in developing empathy, understanding, and respect for diversity, while reinforcing their rights and responsibilities within society.

Puberty

Physical changes in puberty are taught by the class teachers in the summer term of year 5 PSHE lesson time.

Entitlement and Equality of Opportunity

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children (including those with English as a second language) to ensure that all can fully access PSHE education provision. We expect our pupils to consider others' needs by listening politely and responding non-judgmentally.

We will use PSHE education as a way to address diversity issues and to ensure equality for all by ensuring that we show a diversity of gender, religious groups, ethnicity, disability and sexuality in the resources that we use (e.g. in pictures, stories, examples and scenarios).

We recognise the right for all pupils to have access to PSHE education learning which meets their needs and we will ensure that pupils with SEND receive access to PSHE through providing differentiated resources so that all children may access e.g. pictures, word banks, key words, writing frames, ICT, dual language resources and well as using Teaching Assistants where available, to support pupils who have additional needs. Furthermore, we will not exclude any access to PSHE for any pupil by narrowing the curriculum for certain pupils at the expense of this subject.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by ensure that all children understand the ground rules of mutual respect, in particular during PSHE lessons.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by regularly reminding children that they should speak to a trusted adult if they are worried or access ChildLine if appropriate. The NSPCC 'Speak out, stay safe' and 'PANTS' messages are promoted through annual lesson delivered by class teachers as well as through regular visits from trained NSPCC volunteers to deliver assemblies and workshops. NSPCC posters are displayed throughout the school and teachers deliver reminders in the establishment phase at the start of each school year and throughout the year.

This policy is informed by the school's Safeguarding and Child Protection policies.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Provision and Effectiveness Committee.

7.2 The headteacher

The headteacher is responsible for ensuring that Relationships and Health Education is taught consistently across the school.

7.3 Staff

Class teachers are responsible for:

- Delivering relationships and health education in a sensitive and inclusive way
- Delivering lessons as per the curriculum overview and lesson plans set out by the PSHE Leader
- Modelling positive attitudes to RHE

- Monitoring progress of pupils in their class
- Responding to the needs of individual pupils, including the effective use of Teaching Assistants
- Responding to pupil's questions in an appropriate manner as per training given in Staff INSET

Class teachers do not have the right to opt out of teaching RHE. Class teachers who have concerns about teaching RHE are encouraged to discuss this with the headteacher and/or PSHE Leader.

7.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity. Teachers are expected to set, agree and share ground rules with their class for use in PSHE lessons. For example:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to 'pass'
- We only use names when giving compliments and when being positive
- We respect each other's privacy

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education and health education or science lessons derived from the national curriculum. Where parents have questions, they can contact the headteacher or the PSHE Leader.

9. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RHE.

10. Monitoring arrangements

The delivery of RHE is monitored by the PSHE Leader alongside senior leaders (Assistant Headteachers, Deputy Headteacher and Headteacher) through the use of planning scrutinies, learning walks, pupil voice and book looks.

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Leader every 2 years or sooner if required. At every review, the policy will be approved by the Provision and Effectiveness Committee.

Appendix 1: National Curriculum for Science in KS1 & 2

Science Curriculum map

The grid below shows statutory science objectives that are related relationships and health education.

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.
Year 2	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.
Year 3	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Year 4	Identify the different types of teeth in humans and their simple functions
Year 5	Describe the life process of reproduction in some plants and animals. Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the changes as humans develop to old age.
Year 6	Recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Appendix 2: Relationships and Health Education Curriculum

PSHE Curriculum Map

The grid below shows more detail of what is taught in each year group in topics that run through the school.

- Establishment Phase – Week 1 Autumn term **Being Me in My World**
- Autumn term - Relationships
- Spring term - Health and Wellbeing
- Summer term - Living in the Wider World

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	**Being me in my world:** Being part of a class, rewards and feeling proud, consequences, class charter, Growth Mindset. **Relationships:** Unique me, my family, special people, similarities and differences, friendship, being kind online, asking for permission **Health and Wellbeing:** Healthy foods, handwashing, healthy teeth, our feelings **Living in the Wider World:** Keeping safe at home, including accidents and medicines, keeping safe, looking after the environment, road safety, sun safety
Year 2	**Being me in my world:** Worries, Rights and responsibilities, Class charter, Growth Mindset. **Relationships:** Changing and growing, different types of families, understanding body language, bullying, good choices and keeping safe online **Health and Wellbeing:** Being active, eating healthily, tooth brushing, identifying our feelings, managing changes, managing anger and worries. **Living in the Wider World:** Safety in the home, avoiding accidents, medicines in the home, keeping safe, developing resilience, helping in our community, how money is earned
Year 3	**Being me in my world:** Rules, rights and responsibilities, Rewards and consequences, Class charter, Growth Mindset. **Relationships:** Being a good friend, solving conflicts with friends, family relationships, bullying, safe choices online, asking and giving permission, personal space and boundaries **Health and Wellbeing:** Healthy eating choices, medicines, dental health routines, keeping mentally healthy, everyday feelings, expressing feelings, grief **Living in the Wider World:** Making safe choices in the community and at home, borrowing and stealing, keeping safe, crossing the road safely, looking after the environment
Year 4	**Being me in my world:** Rights, responsibilities and democracy, Rewards and consequences, Class charter, Growth Mindset. **Relationships:** diverse families, changes in families, belonging to a community, discrimination and equality, positive online relationships, appropriate and inappropriate touch, asking for help **Health and Wellbeing:** Maintaining a healthy lifestyle, healthy choices, healthy meals, keeping mentally healthy, managing change, loss and grief, managing jealousy **Living in the Wider World:** Safe use of medicines, the effects of alcohol and smoking on health, keeping safe, taking responsibility, supporting our families, keeping safe in risking situations, basic first aid

YEAR GROUP	TOPIC/THEME DETAILS
Year 5	**Being me in my world:** Being a good citizen, Responsibilities, rewards and consequences, Class charter, Growth Mindset. **Relationships:** personal identity, stereotypes, racism, accepting others, standing up to bullying, looking out for others, healthy online friendships, sharing images online **Health and Wellbeing:** The importance of sleep, effects of smoking and vaping, increasing our physical activity, mental health and how to look after our own mental health, managing anger **Living in the Wider World:** managing peer pressure, immunisation, staying safe, basic first aid, making and spending money, puberty
Year 6	**Being me in my world:** My year ahead, Being a global citizen, Class charter, Growth Mindset. **Relationships:** British Values, the consequences of racism and bullying, stereotyping, sharing images online, keeping safe online (grooming) **Health and Wellbeing:** Maintaining a balanced lifestyle, legal and illegal drug use, the effects of alcohol, looking after our mental health, managing peer and media influence around drugs and alcohol, managing and supporting others with loss and grief **Living in the Wider World:** Being a safe road and rail user, stealing, exploitation and gangs, basic first aid, transition to secondary school

Appendix 3: By the end of primary school pupils should know – Relationships Education

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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 • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 4: By the end of primary school pupils should know – Health Education

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.