

ST ANDREW'S METHODIST PRIMARY SCHOOL



Relationships and Health Education Policy (RHE)

Headteacher

Anne Barker

Date: January 2026

Chair of Governing Board Margaret Hughes

Date: January 2026

Approved at full governing board meeting on 26.01.26

Date of Next Review January 2028

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

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School Ethos

- 1.1. At St Andrew's Methodist Primary School, children and staff agree that the following four shared Christian values are important to our school life, permeating all that we do: promoting and securing the **happiness** and wellbeing of all members of the school community; expecting high levels of progress and **achievement** for all children from their different starting points; showing **respect** (i.e. it is the right of all children to be educated and for all teachers to teach); and, through **determination**, ensuring children succeed and barriers to learning are minimised or eliminated. This is reflected in our Christian vision statement, ' **“Striving for Excellence Together as One with God”** and in our school mission statement. Consequently, personal development, behaviour and welfare of pupils attending St Andrew's Methodist Primary School involves meeting the academic *and* social and emotional needs of individuals with due regard for the Christian values of happiness, achievement, respect and determination.

- 1.2. Our vision statement highlights our commitment to taking children forward into the future in a loving, caring Christian environment. St Andrew's Methodist Primary School will take children forward into the future by promoting high levels of achievement, respecting and meeting their unique academic, social and emotional needs so all children are prepared for the next stage of their education and life in modern Britain. This includes educating children effectively about healthy relationships. This is underpinned by the shared Christian values that will drive the work of the school.

- 1.3. In relation to the policy below, this 'Relationships and Health Education Policy' highlights our school's recognition that social and emotional needs may need to be met before children are in the psychological space to engage with their academic learning. St Andrew's Methodist Primary School provides a calm, nurturing and caring environment that helps *all* children to grow in confidence and self-esteem as learners. Through creating a safe, supportive and **happy** environment, children are able to make progress and achieve their potential. We

recognise that education in healthy and positive relationships is key in shaping children's future lives. St Andrew's Methodist Primary School provides a calm, nurturing and caring Christian environment that helps *all* children to grow in confidence and self-esteem as learners.

1. Aims

St. Andrew's Methodist Primary school is committed to the teaching of RHE as part of the curriculum and also within the context of Spiritual and Moral Education. As a church school, we also endeavour to reflect Christian values.

The aims of relationship education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help and support pupils through their physical, emotional and moral development
- Help pupils deal with difficult moral and social questions

2. Statutory requirements

Relationships Education is compulsory in primary schools.

Sex and relationships (SRE) is not compulsory in primary school. If primary schools do teach SRE (up to September 2020), they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Andrew's Methodist Primary School, we teach RHE, as set out in this policy, but we do NOT teach SRE.

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. Review – the headteacher/RHEE leader gathered all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Stakeholder consultation- this policy was distributed to the full governing board in January 2026. Governors were invited to check and contribute to the policy.
4. Parent consultation – parents were invited to contribute to the policy during its initial conception.
5. Pupil consultation – we find out what pupils want and need from their RHE through discussions and pupil voice via the school council
6. Ratification – once amendments were made, the policy was shared with governors and ratified in January 2026.

4. Definition

RHE teaches about the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. RHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, physical development, healthy lifestyles, diversity and personal identity. RHE involves a combination of sharing information and exploring issues and values.

5. Delivery of RHE

RHE is taught by class teachers within the personal, social and health and education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education.

Pupils in Year 5 cover puberty and body changes in their science curriculum.

Pupils in Year 6 receive further education on child sexual exploitation and healthy relationships via a scheme entitled 'Real Love Rocks.' This is typically delivered by the class teacher and/or family support Worker.

Pupils also receive stand-alone RHE sessions delivered by a trained health professional eg; 0-19 health team.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RHE policy and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE (see section 7). The headteacher will ensure all the statutory guidance for teaching RHE from Summer 2021 is followed.

6.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the headteacher.

6.4 Pupils

Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents do not have the right to withdraw their child from statutory components of RHE.

Parents have the right to withdraw their children from the non-statutory components of RHE (if taught).

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action, depended on outcomes of the discussion. Actions may include;

- Providing additional information about the content of the RHE curriculum
- Pupils who are withdrawn from RHE working in a different classroom
- Alternative work will be given to pupils who are withdrawn from RHE

8. Scheme of work

We follow the programme of study produced by the PHSE Association. This focuses on three core themes in each year group.

CORE THEME 1: HEALTH AND WELLBEING

CORE THEME 2: RELATIONSHIPS

CORE THEME 3: LIVING IN THE WIDER WORLD

RE themes:

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being Safe

Health education themes:

Mental well being
Internet safety and harms
Physical health and fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention

Basic first aid
Changing adolescent body

9. Training

Staff training on the delivery of RHE is included in our continuing professional development cycle. This includes training around inclusivity and diversity.

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

10. Monitoring arrangements

The delivery of RHE is monitored by the RHE lead and headteacher, through:

- Learning walks
- Work and planning scrutiny
- Speaking to groups of pupils.

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

This policy will be reviewed by RHE lead and headteacher, bi-annually. At every review, the policy will be approved by the governing board.