

Carterhatch



Infant School

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Relationships, Sex and Health Education Policy (RSHE)

Written	November 2020
Agreed by Governors	November 2020
Consulted with Parents	December 2023
Reviewed	Annually
Reviewed	September 2024 (No significant changes)
Reviewed	October 2025 (No significant changes. E-mailed to all parents Oct 25)
Next Review	September 2026

Statement of Intent

At Carterhatch Infant School, we will provide age-appropriate relationships, sex and health education (RSHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RSHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health, and relationships, and ensures children can talk to a trusted adult if there is anything worrying them.

Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RSHE curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised, and delivered.

Schools also have the option to decide whether children are taught sex education, this will NOT be taught at Carterhatch Infant School due to the age of our children and the stage of their development.

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

1. Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2025) 'Relationships, Sex and Health Education – Statutory Guidance' (to be implemented from September 2026)

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Equality Policy, and Online Safety Policy.

2. Roles and responsibilities

The governing body is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Supporting the school and monitoring any aspects of RSHE included within the school development plan.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Making sure the school fulfil its legal obligations.
- Ensuring all staff receive ongoing training and are familiar with updated RSHE guidance and school policy.
- Ensuring that the curriculum reflects current statutory guidance, including teaching about online safety, emotional wellbeing, diversity in family life, and respect between boys and girls.
- Ensuring that parental engagement and transparency are maintained in line with DfE (2025) guidance, including providing parents with access to RSHE materials (if requested) and opportunities to contribute to policy review.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and that RSHE resources are available to parents if needed.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.
- Ensuring the RSHE curriculum reflects safeguarding priorities and promotes online safety and emotional wellbeing.

The PSHCE lead is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE in school.
- Providing the agreed vocabulary to be used during lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate, high-quality and up-to-date.
- Ensuring that teachers are provided with adequate resources to support the teaching of the subjects.
- Ensuring that the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring that the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.
- Monitoring and evaluating the effectiveness of the subject.
- Ensuring that new statutory themes – including online safety, grief and loss, personal data protection, and positive gender understanding – are embedded appropriately within the curriculum.

The SENDCo is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

- Supporting teachers in adapting materials so that RSHE is fully accessible to pupils with SEND, including through visual supports, simplified language, or sensory approaches.

The appropriate staff are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all children.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of children with SEND.
- Working with the PSHCE leader to evaluate the quality of provision.
- Embedding key safeguarding messages throughout the curriculum, including how to seek help and how to respond to unsafe or inappropriate behaviour online or offline.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support from the school if needed.
- Engaging with the school's consultation process on RSHE and being aware that withdrawal applies only to sex education content beyond the statutory science curriculum.

3. Organisation of the curriculum

Every primary school is required to deliver statutory Relationships Education and Health Education. The delivery of these subjects coincides with one another and will form part of the school's PSHCE curriculum.

For the purpose of this policy:

- "Relationships education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

- “Health education” is defined as teaching children about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

We consult with parents, children and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, member of staff or child wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher.
- Emailing office@carterhatch-inf.enfield.sch.uk
- Talking to a teacher who can then follow this up with Subject Leads and Headteacher.

4. Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health and how important parents’ views are in shaping the curriculum. The school will provide parents with opportunities to understand and ask questions about the school’s approach to RSHE.

The school, works closely with parents by establishing open communication – parents are consulted on significant updates to the curriculum and policy, as outlined in [section 3](#) of this policy.

The school will consult with parents when reviewing the content of the school’s RSHE curriculum. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a ‘veto’ on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials if requested and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships and health curriculum.
- The delivery of the relationships and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from subjects.

5. Relationships education overview

The school is free to determine, within the statutory curriculum content below, what children are taught during their time with us.

The school always considers the age and development of children when deciding what will be taught.

The school plans a progressive curriculum, such that topics are built upon prior knowledge as they progress through school.

Families and people who care for me.

Our curriculum covers the following:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life and the importance of commitment, protection and care.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.
- That families come in many forms, including single-parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive and foster parents/carers, and that each can provide a loving and nurturing environment.
- That teaching will illustrate a wide range of family structures in a positive way, ensuring that no child is stigmatised or made to feel uncomfortable because of their home circumstances.
- How to recognise if relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Our curriculum covers the following:

- 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 most friendships have ups and downs.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

Our curriculum covers the following:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- The conventions of courtesy and manners.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- That pupils will be supported to develop positive understandings of masculinity and femininity, learning that most boys and girls show respect and kindness towards each other.
- That harmful or violent behaviour, including that seen online or through media influencers, is never acceptable and can negatively affect both boys and girls.
- That pupils will be encouraged to think critically about messages they encounter online, recognising how such content can shape attitudes and behaviours, and how to respond safely and respectfully.

Online relationships

Our curriculum covers the following:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- The risks associated with people they have never met.
- How information and data is shared and used online.
- That pupils may be exposed to online content which normalises harmful or disrespectful behaviour, and that they should seek trusted support if something they see or hear online makes them uncomfortable or unsure.

Being safe

Our curriculum covers the following:

- About the concept of privacy and the implications of it for both children and adults.
- 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) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- Where to seek advice, for example, from their family, their school and other sources.

- That pupils will be taught to identify trusted adults, understand personal boundaries and consent, and know how to seek help if something feels unsafe or makes them uncomfortable.

6. Health education overview

The school is free to determine, within the statutory curriculum content below, what children are taught during their time with us.

The school always considers the age and development of children when deciding what will be taught.

The school plans a progressive curriculum, such that topics are built upon prior knowledge as they progress through school.

The focus at infant level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

Our curriculum covers the following:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience doubt, concern and anxiousness and, for the many people who do, the problems can be resolved if the right support is made available.
- How to recognise and manage change, loss and grief, and that these experiences can affect people in different ways.
- That seeking help early and talking to trusted adults can support emotional wellbeing.

Internet safety and harms

Our curriculum covers the following:

- That for most people, the internet is an integral part of life and has many benefits.
- 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.
- How to recognise and display respectful behaviour online.
- 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 bullying and inappropriate behaviour can take place.
- That some online content may seek to influence attitudes and behaviours, including through unrealistic portrayals of body image, relationships or success.
- How to evaluate information found online, understand when something is misleading, and how to report or block harmful content.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

Our curriculum covers the following:

- 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 by 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

Our curriculum covers the following:

- What constitutes a healthy diet.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of too much sugar on diet or health.

Health and prevention

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect mood and ability to learn.
- About dental health and the benefits of good oral hygiene.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

- That changes to the body are a normal part of growing up (covered through *growth and development rather than adolescence*), and the importance of using the correct names for body parts to support confidence and safeguarding.

7. Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHCE curriculum, mainly during 'Thoughtful Thursday' sessions but also across the curriculum, i.e. science and P.E., in accordance with our Curriculum Rationale.

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance children's learning.

Relationships and health education will be linked to the following subjects in particular:

- **Science** – children learn about the main parts of the body and how a healthy diet benefits our growth.
- **Computing and ICT** – children learn about online-safety, including how to use technology safely, responsibly, respectfully and securely, the benefits of rationing time spent online, how to keep personal information private and how to access help and support.
- **PE** –children explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** –children learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHCE** –children learn about respect and difference, values and characteristics of individuals.

8. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy, e.g. Road Safety advisers, NSPCC.

The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the children.

The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all children's needs, including those with Special Educational Needs or Disabilities.

The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

9. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that the RSHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

10. Withdrawing from the subjects

Relationships and health education are statutory for primary school children and parents **do not** have the right to withdraw their child from the subjects.

11. Staff training

All staff members at the school will undergo training as necessary to ensure they are up-to-date with the relationship and health education.

12. Monitoring quality

The Headteacher is responsible for monitoring the quality of teaching and learning for the subjects.

The Headteacher will co-ordinate subject monitoring which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Subject Review Days
- Work scrutiny

13. Monitoring and review

This policy will be reviewed on an annual basis by the PSHCE Lead

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or children, and issues in the school or local area that may need addressing.

The governing body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, children.