BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

Relationships and Health Education (RHE)

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Relationships and Health Education Policy (RHE)

Revised: June 2026

This policy applies to the Early Years Foundation Stage (EYFS), Infant and Junior School and it follows the statutory guidance from 'Relationships Education Relationships and Sex Education (RSE) and Health Education (DfE) 2019

Buckingham Preparatory School policies

This policy should be read and adhered to in conjunction with the following Buckingham Preparatory School policies:

- PSHEE Policy and scheme of work
- Anti Bullying & Cyber Bullying Policy
- Safeguarding and the Welfare of Children Policy 2020
- Behaviour and Sanctions Policy
- Curriculum Policy
- Provision for Learning Policy
- Anti radicilisation Policy

Document Purpose

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society. The duties on schools in this area are set out in legislation.

Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory. 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.and the Equality Act 2010

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.

Definition

Relationships and Health Education (RHE) is learning about physical, moral, social and emotional aspects of growing up. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the understanding of reproduction, including animal and some parts of human reproduction and human sexuality. It touches on the recognition and understanding of failure in relationships and how to cope with the implications.

RHE should contribute to the spiritual, moral, cultural, mental and physical development of pupils at school and begin to prepare them for the opportunities, responsibilities and experiences of adult life.

RHE at Buckingham Preparatory School is an integral part of a broad and balanced curriculum and is designed to be developmental and appropriate to the age and ability of all children from Pre School to Year 6. At this school, we are concerned with the development of the whole person and teach the children to have a wider understanding of themselves, their personal relationships and their social responsibilities. Relationship and Health Education is not just learning about growing up, changes and some parts of reproduction. It is also about enabling children to make and maintain trusting relationships with others and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. RHE involves a combination of sharing information, and exploring issues and values. It is embedded in our PSHEE curriculum and taught in tandem with this subject.

At Buckingham Preparatory School, we see parents as the key figures in helping children cope with the physical and emotional aspects of growing up and preparing them for the challenges and responsibilities sexual maturity brings. We therefore aim to work in partnership with parents and the local community

Aims of Relationships and Health Education

The Relationships and Health Education at Buckingham Preparatory School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens. We acknowledge the importance of self-respect and the respect for others in relationships. It is also important that children recognise that they must learn to take responsibility for their actions. The children should be encouraged to show responsibility towards their families, friends and wider community. The work aims to be delivered in an accepting and honest way, which enables young people to contribute. RHE is not about the promotion of sexual activity.

Objectives of Relationships and Health Education

- To develop pupils' confidence and self-esteem and their ability to talk, listen and think about feelings and relationships
- To reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint
- To develop good relationships and respect differences between people
- To develop pupils' knowledge about healthier and safer lifestyles in order for them to be able to make informed decisions
- To encourage exploration of values and moral issues
- To help children understand that they have rights over their bodies, how to protect themselves and have the confidence to ask for help and support
- To name parts of the body and describe how their bodies work
- To prepare them for puberty

Moral and Values Framework

Relationships and Health Education Policy is sensitive towards the established morals and values framework of the major world religions and philosophies. The policy will emphasise the importance of equal opportunities and show an awareness of different social, ethnic and religious values, beliefs and customs.

Organisation of School Relationship and Health Education

Delivery

There is a whole school approach – from Pre School to Year 6. This subject is taught in a cross-curricular way, encompassing all of the elements within the National Curriculum as well as expanding more broadly into human relationships, human and physical development.

All questions asked by the children are answered, wherever appropriate, openly, honestly and factually by the teacher/adult concerned. Teachers may recommend that pupils discuss sensitive issues with parents and carers. The teacher is in a position to offer pastoral support and guidance to any child who may need it.

From Pre School to Year 6, due to the cross-curricular nature of the subject, it is discussed or taught, as and when it arises, through normal topic work, PSHEE lessons and Science lessons. On occasions, a health professional may be invited to address the children. PSHEE and RHE is taught by all the teachers at BPS.

Year 5 will have sessions to think about the changes brought about by puberty, in the Summer Term.

Year 6 have sessions to think about the changes brought about by puberty, understand conception, reproduction and how babies are born in the Summer Term.

Parents are consulted about the content of these sessions on the curriculum outlines provided termly by BPS.

SEND

We believe that Relationships Education and Health Education should be accessible for all especially those with special educational needs. High quality teaching will be planned differentiated and personalised to ensure accessibility for all. Lessons and content will also be catered to the child's individual needs.

All staff should be aware that some pupils are more vulnerable to exploitation bullying and other issues due to the nature of their SEND. Relationship Education and RHE can also be particularly important subjects for some pupils. Such factors will be taken into consideration in designing and teaching these lessons. If there is a need to tailor teaching to meet the specific needs of a pupil at different a developmental stage, then this will take place. As with all teaching for these subjects, we will ensure that the teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Science Curriculum regarding Health and relationships teaching

At Foundation Stage and Key Stage 1 – children will learn:

- that animals, including humans, move, feed, grow, use their senses and reproduce
- to recognise and compare the main external parts of the bodies of humans
- that humans and animals can produce offspring and these grow into adults
- to recognise the similarities between themselves and others and treat others with sensitivity
- the importance of healthy food and exercise
- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense

At Key Stage 2 – children will learn:

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- Understand that animals, including humans, have off spring which grow into adults.
- The main stages of the human life cycle
- The factors that make up and the importance of a healthy diet
- How exercise affects the body and why it is important to keep healthy
- Describe the differences in the life cycles of a mammal, an amphibian (Y5 and Y6)
- Describe the life process of reproduction in some plants and animals (Y5 and Y6)
- Describe the changes as humans develop to old age (Y5 and Y6)

Content

At Foundation Level

Pupils consider self-esteem, promoting good behaviour, caring for one another, countering gender stereotyping, promoting good personal hygiene, expressing needs and feelings appropriately and consequences of words and actions. We offer a wide range of inclusive toys and resources to promote diversity and equality.

At Key Stage 1

Pupils will cover issues such as friendships, antisocial behaviour, assertiveness, health, mental hygiene and looking after our bodies, differences between boys and girls, keeping safe, naming some body parts, self-image and caring for others.

At all levels, sexual matters should be dealt with as they occur. Questions will be answered sensitively paying due regard to the child's age and understanding. A new born baby into one of the families is an excellent opportunity to discuss birth, infant care etc. Children should be aware of physical sexual difference. They need to know that humans and animals produce offspring that grow into adults. They need to know that animals including humans, move, feed, grow, use their senses and reproduce.

At Key Stage 2

Pupils will look at topics such as friendship conflict and causes, understanding human emotions, mental health, bullying, appropriate behaviour, self-esteem, self-image and value, coping with change, feelings and emotions, expectations, caring for others, empathy, puberty, hygiene, safety, challenges, peer pressure, social responsibility and antisocial behaviour, becoming a teenager and the impact of changes.

Pupils are able to explore more deeply, self-esteem, relationships, social pressure, media pressure and human growth and development.

Year 3 and 4

At this age children are becoming aware of their bodies. It is appropriate to deal with sexual matters as they arise. Work covered on animals and nature in general may include sexual matters, the incubation of eggs, animals and plant reproduction are suitable for this age group.

Year 5 and 6

By the time children leave primary school, they need to be aware of the basic changes that will affect them over the next few years and have an understanding of human reproduction. At the end of Year 5 the boys will take part in a discussion and information session about the onset of puberty. The children will learn the growth and development changes that will occur in both sexes in the next few years. Children should also be made aware that they will develop at different rates. Both sexes must be aware of the development of the other sex.

See Appendix 1 and 2

Roles and responsibilities

The governing board

The governing body has delegated the approval of this policy to the headteacher.

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-science components of RHE.

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way and teaching as part of the PSHEE curriculum
- 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-science 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.

RHE will be delivered by form teachers and the Deputy Head Pastoral or an independent company

Pupils

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

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Health and Relationships Education. At BPS if this occurs teachers will make a judgement considering each children's individual circumstance, individual development process which may be at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Teachers will consider what is appropriate and inappropriate in a whole-class setting and on a one to one basis, and will be given support and training as appropriate.

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Child Withdrawal Procedure

Relationships and Health Education at Buckingham Preparatory School is to be taught across the curriculum and it will not be possible to separate out all the RHE lessons. There maybe occasional, specific lessons for the children in the Upper Juniors linked directly with sex education. Parents will be notified of these well in advance and they will be given full details of what the lessons will cover. Parents have the right to withdraw their children from the non-science components of sex education if sex education is taught within RHE. Parents do not have the right to withdraw their children from relationships education and will be informed in writing if sex education is to be covered in Upper Key stage 2 which is not part of the science curriculum or the relationship and health curriculum.

Notification of withdrawal must be in writing, rescinding this must also be in writing to the Headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the RHE lesson is over.

From September 2020, health and relationship elements within the PSHE curriculum will also be statutory. RHE elements taught through the PSHEE curriculum however, which are **not** within the Science curriculum, remain non-statutory with the right to withdraw a child.

This is in line with DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. If sex education is to be taught then an updated policy will be provided to parents.

Safeguarding Children

The Child Protection Procedures as laid down by the school will be followed. All referrals must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted within school for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the above Child Protection Procedures. The Designated Safeguarding Lead is the named person and any identification of child sexual abuse should be reported.

Refer to Safeguarding Policy for further details.

Procedures for the Involvement of Health Professionals and Visitors

All visiting Health Professionals and other visitors will only be involved in the implementation of the Relationships and Health Education Policy after detailed consultation concerning lesson content and method of teaching. Parents will be informed and will have the right to withdraw their child from the lesson if they wish. A member of Buckingham Preparatory School Staff will remain in the lesson throughout.

Physical health and mental wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Monitoring and Evaluation

RHE is monitored by the Head Teacher and Deputy Head Teacher (Pastoral).

Whilst there is no formal examined assessment for these subjects, the school continues to have high expectations in terms of the quality of work that is produced. Our learning objectives aim to build on the knowledge and skills that pupils have already acquired in PSHEE and other subjects. Teachers will use a range of formative assessment techniques in order to provide feedback, inform planning and provide extra support where needed. All lessons are planned to ensure that pupils of differing abilities are suitably challenged.

Appendix 1 : RELATIONSHIPS and Health : By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
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
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

Physical health and mental wellbeing: Primary

By the end of primary school pupils should know

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.

TOPIC	PUPILS SHOULD KNOW
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.
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.

TOPIC	PUPILS SHOULD KNOW
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.