

LOVE, LEARN, GROW

Seeking to flourish in the fullest way possible.
(John 10:10)



RHE POLICY

Status	Statutory
Responsible Person	John Shawcross / Ciara Jones
Review Date	Sep 2026
Responsible Governors' Committee	Full Governing Board
Ratified Date	Sep 2027

RELATIONSHIPS AND HEALTH EDUCATION (RHE) POLICY 2026

At St Matthew's CE Primary School, we strive to ensure all members of our school family flourish in the fullest way possible: "I have come that they may have life, and have it to the full." John 10:10 Guided by the values of our Christian faith, we aim to encourage flourishing on many different levels: academically, spiritually, physically, socially and emotionally, preparing all for the next chapter in their life's journey.

Our Christian vision underpins every aspect of school life and shapes our approach to Relationships and Health Education (RHE).

Our School Aims

Love

- To foster and develop strong, positive relationships, rooted in our Christian faith, both within school and beyond, including the church, parents and the community.
- To provide a nurturing environment where everyone is valued and respected as an individual, celebrating our differences as part of God's creation.
- To ensure all children know they are deeply loved, supported and that they belong here as part of our school family.

Learn

- To deliver a stimulating, inclusive and ambitious curriculum where every child, including those with SEND and disadvantaged backgrounds, is supported to make the best progress possible.
- To provide a calm, nurturing environment where children are active partners in their learning, motivated and inspired to achieve their ultimate best.
- To enable children to take pride in all that they do by celebrating their own achievements and those of others.

Grow

- To develop children's resilience so that they embrace challenge and take positive risks as part of their growth.
- To cultivate imagination, curiosity and creativity, inspiring children to become the best possible versions of themselves.
- To value and respect others both in school and within the wider community, encouraging all to be courageous advocates and responsible citizens in an ever-changing world.

Relationship and Health Education at St Matthew's

Statutory Relationships and Health Education (RHE) helps children develop the knowledge, understanding and skills they need to grow up safely, happily and confidently. It teaches children about healthy relationships, friendships, feelings, physical and mental wellbeing, personal safety and how their bodies change as they grow older.

At St Matthew's CE Primary School, RHE is taught in an age-appropriate, sensitive and inclusive way that reflects our Christian values of love, respect and care for others. We work in partnership with parents and carers to support children in understanding themselves, valuing others and making safe, positive choices.

We believe RHE should:

- Reflect our Christian ethos and values;
- Promote dignity, respect and compassion;
- Encourage children to value themselves and others;
- Support children to develop emotionally, socially and spiritually;
- Prepare pupils for life in modern Britain;
- Help children understand how to stay safe both online and offline.

Our RHE provision is delivered within a safe, nurturing and inclusive environment where all children feel respected and able to ask questions.

Christian Ethos and Values

At St Matthew's, our RHE curriculum is rooted in our Christian vision and values.

We teach children that:

- Every person is uniquely created and loved by God;
- All relationships should be based on love, kindness, honesty and respect;
- Everyone deserves dignity and compassion;
- Differences should be celebrated;
- We are called to care for ourselves, others and the wider world.

Our curriculum promotes inclusion and respect for all families and backgrounds. Teaching is age-appropriate, factual and sensitive.

Statutory Requirements

This policy has been developed in accordance with the following legislation and guidance:

- The Children and Social Work Act 2017;
- The Equality Act 2010;
- Keeping Children Safe in Education 2026;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE);
- The National Curriculum 2014;
- SEND Code of Practice.

From 2020 onwards, Relationships Education and Health Education became statutory in all primary schools. This policy reflects statutory requirements for 2026.

At primary level:

- Relationships Education is compulsory;
- Health Education is compulsory;
- Sex Education is not compulsory beyond the National Curriculum for Science.

Curriculum Content

At St Matthew’s CE Primary School, the RHE curriculum is planned using the Kapow Primary PSHE and RHE scheme of work, supported by additional carefully chosen resources to meet the needs of our pupils and reflect the Christian ethos and values of our school community. Our RHE curriculum is carefully planned to ensure progression across all year groups and is delivered through:

- Weekly PSHE Lessons
- Collective worship
- Year 5 and Year 6 Puberty sessions
- Circle time and discussion
- Pastoral support
- Wider curriculum opportunities

The statutory RHE curriculum includes:

Relationships Education

Children learn about:

- Families and caring relationships;
- Friendships;
- Respectful relationships;
- Bullying and discrimination;
- Online relationships;
- Keeping safe.

Health Education

Children learn about:

- Mental wellbeing;
- Feelings and emotions;
- Physical health and fitness;
- Healthy eating;
- Personal hygiene;
- Sleep;
- Dental health;
- Online safety;
- Medicines and household products;
- Basic first aid;
- Puberty and changing bodies (Year 5 and 6)

Please note that DfE guidance also requires schools to deliver a 'Developing Bodies' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related and complementary themes.

At St Matthew's CE Primary School, we do not teach Sex Education beyond the statutory requirements of the National Curriculum for Science, as this is not compulsory at primary level. Children will learn the statutory content related to human development, including changes during puberty and basic life cycles, in an age-appropriate and sensitive manner. All teaching is delivered in line with our Christian values and ethos.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Teaching and Learning

RHE is taught in a safe and supportive environment where children are encouraged to:

- Listen respectfully;
- Ask questions appropriately;
- Respect differing viewpoints;
- Use correct vocabulary;
- Maintain confidentiality appropriately.

Teachers establish clear ground rules to ensure discussions remain respectful and age-appropriate. Teaching strategies may include:

- Discussion and circle time;
- Stories and case studies;
- Role play;
- Videos and visual resources;
- Reflection activities;
- Collaborative learning.

Some teaching materials and resources are provided through Kapow Primary. The school uses the Kapow scheme of work to support the planning and delivery of RHE lessons. In addition, teachers may adapt and supplement resources to meet the needs of pupils and reflect the ethos and context of St Matthew's CE Primary School.

Support from outside agencies

We believe that visitors can add value to the teaching and delivery of RHE because of their expertise, such as a health professional, or a style of learning such as creative arts and theatre in education. Any visitors who come into school to assist with the delivery of PSHE and RHE will be bound by the policies of the school. Relevant policies will be shared with any visitor before coming into school so they are prepared accordingly.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RHE lessons. The RHE/PSHE subject leader will ensure that visitors' contributions to lessons are in line with the learning outcomes of the school's RHE programme. If visitors are invited into the school to deliver aspects of RHE, it must be in the presence of the class teacher to ensure that the school's code of practice and confidentiality policy are adhered to. A teacher/member of staff will always be present during any lesson/workshop delivered to support delivery

Dealing with questions

During both formal and informal PHE/RSE sessions, pupils are encouraged to ask questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered factually according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and help mitigate disclosures in a classroom environment
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed appropriate, this may be followed up outside of the classroom environment with individual pupils.

Teaching staff will endeavour to answer questions with facts and as openly as possible but if faced with a question they do not feel comfortable answering or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements outside of the classroom.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

When delivering RHE, teachers will be sensitive to the different needs of pupils and ensure that any appropriate adaptations to learning materials are made so that they are inclusive, engaging, safe and accessible to all pupils, including any children with additional needs or those with SEND.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. If a pupil asks about sex education topics that are not covered in our primary programme, teachers will redirect the conversation to the subjects being covered, remind pupils about our ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

In responding, they will use a neutral script such as: **“That’s a thoughtful question. It’s not part of our learning today, so we’re not going to explore it in class. If you are worried about anything, then you can talk to another trusted adult or me privately outside of the lesson”**

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

Monitoring and evaluation

Our aim is for our schools to provide RHE that is relevant and tailored to meet the needs of pupils, depending on their age and stage of personal development. For this reason, we regularly review the RHE/PSHE curriculum to evaluate its effectiveness.

Schools will regularly monitor and evaluate the effectiveness of provision. This may be done by:

- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice activities
- Staff feedback
- Surveys
- Considering local or school level sources of data e.g. behaviour etc.

Teachers are expected to reflect on their delivery of RHE so that they can feedback appropriate information to the subject lead in order to support development of the subject within school. The subject lead for PSHE/RHE will be responsible for overseeing, monitoring and evaluating the subject to ensure that the content of the programme is effective and impactful. The subject lead will report to the Headteacher/Governors and make information available as requested.

Inclusion and Equality

At St Matthew's, we are committed to ensuring RHE is accessible and inclusive for all pupils.

Teaching will:

- Reflect the needs of all learners, including pupils with SEND;
- Be differentiated where appropriate;
- Promote equality and challenge discrimination;
- Reflect a range of families and backgrounds;
- Encourage respect and understanding.

All teaching is delivered in line with the Equality Act 2010.

SEND and Vulnerable Pupils

Teachers will carefully adapt teaching to ensure all pupils can access learning.

Additional support may include:

- Visual prompts and scaffolds;
- Small group support
- Pre-teaching vocabulary;
- Adapted resources;
- Additional pastoral support.

We recognise that some pupils may require more personalised support due to their experiences or needs.

Our school understands that there are different ethnic, religious and cultural beliefs and attitudes around RHE topics, as well as recognising that pupils may come from a variety of different family types and backgrounds. These differences are acknowledged through our teaching and resources that promote diversity and inclusion in Relationships & Health Education. During PSHE/RHE sessions, objective discussion of the diversity of the community we serve, and wider society in

Modern Britain, will be approached in a sensitive and age-appropriate manner so that all students have access to lessons which are inclusive and based on factual understanding of the law.

All schools in England have a legal responsibility for eliminating discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them. We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. RHE provides an excellent opportunity to discharge these duties in a safe and appropriate environment. The full Act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Safeguarding

RHE plays an important role in safeguarding children.

- Through RHE, pupils learn:
- How to recognise unsafe situations;
- How to seek help and support;
- About consent and personal boundaries in an age-appropriate way;
- How to stay safe online;
- How to report worries or concerns.

Teachers understand that disclosures may occur during RHE lessons. Any safeguarding concerns will be dealt with in line with the school's safeguarding and child protection procedures.

Confidentiality cannot be guaranteed if a child is at risk of harm.

Safeguarding is of the utmost importance to us at St Matthew's. We want all our children, families and staff to feel safe, secure and supported within our school community. If you have any worries or concerns about yourself, another child or a family, please complete the safeguarding concern form on our school website. This form will be seen by one of our Designated Safeguarding Leads (DSLs), who will ensure that your concern is followed up appropriately. All concerns will be treated sensitively and in confidence, with the safety and wellbeing of our children and families remaining our highest priority.

<https://www.stmll.bolton.sch.uk/statutory/safeguarding-at-st-matthews/>

NSPCC PANTS

Throughout the year pupils may also access the NSPCC PANTS resources in their classes. The NSPCC Talk PANTS campaign uses a friendly dinosaur mascot named Pantosaurus to teach children aged 3 to 11 simple, age-appropriate rules for staying safe from sexual abuse.

The PANTS acronym stands for five core safety rules:

- **Privates are private:** Pantosaurus teaches children that underwear covers private parts and no one should ask to see or touch them. If a doctor, nurse, or family member needs to, they must explain why and ask for permission first.
- **Always remember your body belongs to you:** Children are in control of their bodies. No one should make them do things that feel uncomfortable or embarrassing.
- **No means no:** Children have the absolute right to say "no" to anyone, including family members or people they love, regarding physical contact or hugs they do not want.
- **Talk about secrets that upset you:** Distinguishes between good secrets (like surprise parties) and bad secrets (which make a child feel sad, worried, or frightened) that should never be kept.

·**Speak up, someone can help:** Encourages children to talk about anything that upsets or worries them with a safe, trusted adult, who does not necessarily have to be a family member.

More information can be found on this parent link below:

<https://learning.nspcc.org.uk/media/fmxd0ndf/talk-pants-teaching-guidance-september-2024.pdf>

Vocabulary

At St Matthew's CE Primary School, we teach children the correct scientific names for body parts in an age-appropriate and sensitive way. Using accurate vocabulary helps children to understand their bodies confidently and promotes respectful, healthy discussions about personal safety and wellbeing. It is also an important safeguarding measure, as it enables children to communicate clearly if they are worried, hurt or need help from a trusted adult. Teaching correct terminology reduces confusion, supports children's understanding and helps ensure all pupils can express themselves safely and accurately.

Early Years Foundation Stage	Year 1 &2	Year 3 & 4	Year 5&6
Family	Relationship	Stereotypes	Puberty
Friend	Friendship	Diversity	Physical changes
Kind	Bullying	Inclusion	Emotional changes
Feelings	Kindness	Responsibilities	
Safe / unsafe	Respect	Boundaries	Consent
Healthy	Emotions	Peer pressure	Pressure Healthy
Hygiene	Personal space	Risk	relationships
Body	Privacy	Trusted	Self-esteem
Private parts	Consent (age-	relationships	Body image
Trusted adult	appropriate understanding such as asking	Mental wellbeing Conflict	Gender stereotypes
Sharing	permission)		
Caring	Online safety	Collaboration	Online influence Personal
Respect	Secrets / surprises	Identity	boundaries
		Hygiene	Safeguarding
	Medicine Exercise	Online relationships	Period products
	Healthy choices		Sperm
			Womb / uterus
			Pregnancy
			Penis
			Testicles
			Scrotum
			Vulva
			Vagina
			Breasts
			Puberty
			Menstruation

Online Safety

Online safety is woven throughout the RHE and Computing curriculum.

Children are taught:

- How to use technology safely and respectfully;
- The importance of protecting personal information;
- How to recognise unsafe online behaviour;
- How to respond to inappropriate content or contact;
- The impact of online behaviour on others.

Working with Parents and Carers

St Matthew's CE Primary School is committed to working in partnership with parents and carers by:

- Sharing curriculum information;
- Communicating clearly about curriculum content;
- Providing opportunities for discussion;
- Responding to questions sensitively and respectfully;
- Informing parents/carers when puberty and changing body units are taught.

A parent working party was established in June 2026 to support the sharing and development of the school's RHE policy and curriculum resources. Parents and carers were invited into school to view examples of teaching materials and resources used within lessons. Due to licensing restrictions linked to the Kapow Primary scheme and other published materials, PowerPoints and teaching resources cannot be distributed electronically or emailed to families.

As per DfE requirements, schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RHE on request. To meet this duty, we will provide samples of materials during any parent consultation or information events held in school, as necessary or as requested. We ask any parents who wish to see any further RHE/PSHE teaching materials to contact the school to make an appointment to attend a meeting where the Headteacher and/or subject lead will be able to share information and resources and discuss any specific topics, issues or concerns with parents. This approach allows for open and clear discussion and builds understanding of the context of our RHE/PSHE provision across school.

Right to withdraw

Parents/carers **cannot withdraw** children from:

- Relationships Education;
- Health Education;
- National Curriculum Science

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Roles and Responsibilities

The Governing Body

The governing body will:

- Approve the RHE policy;
- Ensure the curriculum complies with statutory requirements;
- Monitor the effectiveness of provision.

The Headteacher and RHE lead

The Headteacher and RHE will:

- Ensure RHE is taught consistently;
- Support staff in delivering the curriculum;
- Monitor implementation;
- Ensure safeguarding procedures are followed.

Staff

Staff delivering RHE will:

- Deliver lessons professionally and sensitively;
- Create a safe learning environment;
- Follow safeguarding procedures;
- Model respectful relationships and behaviour.

Pupils

Pupils will be encouraged to:

- Engage respectfully in lessons;
- Listen to others;
- Follow agreed class rules;
- Treat others with kindness and respect.
-

Staff Training

Staff delivering RHE will receive appropriate training and support to ensure fidelity, confidence, accuracy and consistency.

Training may include:

- RHE curriculum training
- Safeguarding updates;
- Curriculum guidance;
- Mental health awareness;
- Inclusion and SEND strategies;
- Online safety.

Policy Review

This policy will be reviewed annually or sooner if statutory guidance changes. Explicitly talk about the policy being reviewed.

Written by: Ciara Jones (RHE Lead)

