



# WILLOW TREE Academy



THE LEAF CENTRE



## Relationships and Health Education (RHE)

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## **Contents:**

1. Aims
2. Statutory Requirements
3. Policy Development
4. Definition
5. Curriculum
6. Delivery of RHE
7. Roles and Responsibilities
8. Parent's right to withdraw
9. Training
10. Monitoring arrangements

## **Appendices**

- Appendix 1: Curriculum map
- Appendix 2: By the end of primary school pupils should know

# 1. Aims

## **Intent:**

At Willow Tree Academy, we believe that Relationships, Health and Sex Education (RHSE) plays a vital role in preparing pupils for life in modern Britain. Through a carefully planned and age-appropriate curriculum, we aim to equip pupils with the knowledge, understanding and skills they need to develop healthy relationships, make informed decisions, maintain positive physical and mental wellbeing, and keep themselves safe both offline and online.

Our RHSE curriculum aims to:

- Promote the spiritual, moral, social and cultural development of all pupils.
- Foster positive relationships based on respect, kindness, trust and empathy.
- Support pupils to understand and manage their physical, emotional and mental wellbeing.
- Develop resilience, confidence, self-respect and self-worth.
- Equip pupils with the knowledge and skills needed to stay safe, including online.
- Celebrate diversity and promote equality, inclusion and mutual respect.
- Prepare pupils for the changes associated with growing up, including puberty.
- Support pupils in recognising risk, seeking help and understanding safeguarding principles.
- Ensure all pupils, including those with SEND, can access and engage successfully with the curriculum.

At Willow Tree Academy, we aim to embed the teaching and development of Relationships and Health Education (RHE) through our PSHE curriculum. We aim to give our pupils the life-skills that will enable them to thrive while covering topics and subjects which will ensure that they are prepared for the future and know how to keep themselves safe and develop an understanding of relationships in the world.

The July 2025 Statutory Guidance aims to ensure that all children and young people gain the knowledge and skills to make informed and ethical decisions about their wellbeing, health and relationships. This high-quality, evidence-based teaching prepares pupils for the opportunities and responsibilities of adult life while promoting their moral, social, mental and physical development. It specifically supports young people to cultivate positive characteristics and aids in the prevention of harms by helping them identify when situations are not right and knowing how and when to seek support.

# 2. Statutory Requirements

This policy complies with:

- Children and Social Work Act 2017
- Education Act 2002
- Education Act 1996
- Equality Act 2010
- SEND Code of Practice 2015
- Keeping Children Safe in Education
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (DfE, 2025)

Relationships Education and Health Education are statutory in primary schools.

Sex Education is not compulsory in primary schools; however, Willow Tree Academy may teach age-appropriate aspects of Sex Education beyond the National Curriculum for Science in Upper Key Stage 2.

# 3. Policy Development

This policy has been developed through consultation with:

- Staff
- Governors
- Pupils
- Parents and carers

The school is committed to maintaining open communication with families regarding RHSE. Curriculum content, resources and supporting materials are available to parents upon request.

The policy will be reviewed every two years or sooner if statutory guidance changes.

## 4. Definition

### Relationships Education

Relationships Education teaches pupils about:

- Families and caring relationships
- Friendships
- Respectful relationships
- Online relationships
- Keeping safe

### Health Education

Health Education teaches pupils about:

- Physical health and fitness
- Mental wellbeing
- Healthy lifestyles
- Personal hygiene
- Emotional wellbeing
- Safety and risk management

### Sex Education

Where taught, Sex Education focuses on human reproduction, conception, pregnancy and birth in an age-appropriate manner and complements the National Curriculum for Science.

## 5. Curriculum

Our RHSE curriculum is delivered through our PSHE programme and is carefully sequenced to build knowledge progressively from EYFS to Year 6.

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 do not seek answers online.

| National Curriculum Overview                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |
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| Relationships education: content to be covered by the end of primary                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |
| EYFS                                                                                                                                                                                                                                                                                     | Families and People who Care for me                                                                                                                                                                                                                                                                                                                                   | Caring friendships                                                                                                                                                                                                                                                                                                                                                                                                | Respectful, kind relationships                                                                                                                                                                                                                                                                                                                                                                                                                                    | Online safety and Awareness                                                                                                                                                                                                                                                                                                                                                                | Being Safe                                                                                                                                                                                                                                                                                                                                                              | Sex Education (not compulsory-advised)                                                                                                                                                                                                                                                                                                                    |
| Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.<br><br>Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. | Children learn that families provide love, care and security, and that strong, stable relationships help people feel safe and supported. They understand that families can look different but should be respected, that marriage and civil partnerships are lifelong commitments, and that they should seek help if a relationship makes them feel unhappy or unsafe. | Children learn that friendships are important for happiness and wellbeing, and that healthy friendships are built on kindness, respect, trust and support. They understand that friendships can sometimes be challenging, that feelings of loneliness are normal, and that conflicts can often be resolved positively without violence. They also learn how to recognise and seek help for unhealthy friendships. | Children learn how to build positive relationships by showing respect, kindness and consideration for others while also expressing their own needs and boundaries. They develop skills to communicate effectively, manage conflict, value diversity, and understand the importance of self-respect and good manners. They also learn about bullying and stereotypes, their impact on others, and how to seek help when they feel unsafe, worried or need support. | Children learn how to stay safe and respectful online by treating others with kindness, protecting their personal information and thinking carefully about what they share. They develop an understanding of online risks, including unsafe contact, harmful content and social media age restrictions, and learn how to recognise concerns, report problems and seek support when needed. | Children learn about personal boundaries, privacy and body ownership, including recognising safe and unsafe situations both online and offline. They develop the skills to identify trusted adults, recognise harmful relationships, and understand how to report concerns, seek help for themselves or others, and keep asking for support until they are listened to. | Sex education is not compulsory in primary schools, although it is recommended in Years 5 and 6 alongside learning about puberty, conception and birth. Schools should consult parents about any sex education content, provide support for discussing these topics at home, and explain parents' right to request withdrawal from sex education lessons. |

## National Curriculum Overview

Health and Wellbeing: content to be covered by the end of primary

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                | General Wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                           | Wellbeing online                                                                                                                                                                                                                                                                                                                                                                                                                                           | Physical Health and Fitness                                                                                                                                                                                                                                                                                                                                                                                                        | Healthy Eating                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Drugs, Alcohol, Tobacco and Vaping                                                                                                                                                                                                                                        |
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| <p><b>PSHE:</b> Building secure relationships with adults and peers<br/>Developing self-confidence and independence<br/>Understanding and managing emotions<br/>Learning resilience and self-regulation<br/>Developing empathy and positive behaviour</p> <p><b>PD:</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives</p> | <p>Children learn how physical activity, healthy habits, relationships and hobbies support wellbeing. They develop an understanding of emotions, including how to recognise, express and manage their feelings, and learn that experiences such as loneliness, bullying, change and loss can affect mental health. They also learn when and how to seek support for themselves or others and understand that early help can make a positive difference.</p> | <p>Children learn how to use the internet safely, responsibly and respectfully, understanding both its benefits and risks. They explore how online activities can affect wellbeing, relationships and decision-making, and learn about age restrictions, online scams, privacy, personal data and digital consent. They also develop critical thinking skills to evaluate online content and know how to report concerns and seek support when needed.</p> | <p>Children learn that an active lifestyle supports both physical and mental health. They understand the importance of regular exercise, such as walking, cycling or daily activity, and how to build this into everyday routines. They also learn about the risks of inactivity, including health problems such as obesity, and know when and how to seek support from trusted adults if they are worried about their health.</p> | <p>What constitutes a healthy diet (including understanding calories and other nutritional content).<br/>2. Understanding the importance of a healthy relationship with food.<br/>3. The principles of planning and preparing a range of healthy meals.<br/>4. 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).</p> | <p>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p> |

## 6. Delivery of RHE

RHSE is primarily taught through dedicated PSHE lessons but is also enhanced through:

- Science
- Computing
- Assemblies
- Visitors and workshops
- Enrichment opportunities

Teachers establish clear ground rules to create a safe and respectful learning environment.

Pupils are encouraged to ask questions, explore ideas and discuss issues appropriately while recognising that some questions may be addressed individually if not suitable for whole-class discussion.

### 6.1 Inclusivity

Willow Tree Academy is committed to ensuring that RHSE is accessible to all pupils.

Teaching is adapted to meet the needs of:

- Pupils with SEND
- Pupils with additional vulnerabilities
- Pupils from diverse cultural, religious and family backgrounds

Staff use adaptive teaching approaches, scaffolding and appropriate resources to ensure all pupils can access learning while maintaining high expectations.

We teach about a diverse range of families and relationships in a positive and respectful manner, ensuring all pupils feel represented and valued.

### 6.2 Use of resources

Resources used to deliver RHSE are:

- Age appropriate
- Evidence informed
- Factually accurate
- Inclusive

- Aligned to statutory guidance

Parents may view RHSE resources upon request.

Where external agencies contribute to RHSE delivery, teaching remains under the supervision of school staff and aligns fully with this policy.

## 7. Roles and Responsibilities

- **The Governing Board:** Approves the policy and ensures materials align with statutory guidance.
- **The Headteacher:** Manages withdrawal requests and ensures parents can easily view all curriculum materials.
- **Staff:** Responsible for delivering RHE sensitively and following safeguarding procedures if a disclosure occurs.

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

## 8. Safeguarding and Confidentiality

RHSE may raise safeguarding concerns or disclosures.

Staff cannot offer absolute confidentiality and will always follow the school's safeguarding procedures where concerns arise.

Pupils will be reminded that trusted adults are available to help them and that information relating to their safety cannot be kept secret.

All staff delivering RHSE follow:

- The school's Safeguarding Policy
- Keeping Children Safe in Education
- Local safeguarding procedures

## 9. Parent's Right to Withdraw

Parents *do not* have the right to withdraw their child from:

- Relationships Education
- Health Education
- National Curriculum Science

Parents *may* request withdrawal from any non-statutory Sex Education taught beyond the Science curriculum.

Such requests should be made in writing to the Headteacher and will be granted in accordance with statutory guidance.

## 10. Training

All staff receive appropriate RHSE training through:

- Induction
- Continuing Professional Development
- Curriculum updates
- Safeguarding training

Specialist support may also be provided by health professionals and external agencies where appropriate.

## 11. Monitoring Arrangements

RHSE is monitored through:

- Lesson visits
- Planning scrutiny
- Pupil voice
- Staff discussions
- Curriculum reviews
- Governor monitoring

The effectiveness of RHSE will be reviewed regularly to ensure it remains relevant, inclusive and compliant with statutory requirements.

This policy will be reviewed every two years or sooner if required by changes to legislation or statutory guidance.