



Health and Relationships Education Policy

Date written	April 2021
Written by	Will Clark
Revised	July 2025
Approved by Governors	July 2025
Planned Review date	July 2026

OUR SCHOOL VISION

Chisenhale is proud to be a community school. Our community is a rich social and ethnic mix and families are welcomed to become an important part of school life. We have a really committed and hard-working staff team, who want children to enjoy learning through a range of interesting experiences.

Our vision is Learning Together for a Better Future and in order to achieve this vision we aim for all children to be respectful citizens in a world of possibilities.



Our vision and values support Articles 3, 28, 29, 31 the United Nations Convention on the Rights of a Child.

Article 3: The best interests of a child must be a top priority in all things that affect children.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



This policy also supports the children's rights:

Article 19; I have the right to be protected from being hurt or badly treated.

Article 34: Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad.

Article 12: I have the right to be listened to and taken seriously.



National Picture
Extensive national consultations
Puberty now statutory
New emphasis on equality & mental health

Tower Hamlets
Extensive local consultations
No Place for Hate borough
Local steer for

Chisenhale School
UNICEF Rights Respecting Gold Award
Respectful Citizens in World of Possibilities
Safeguarding commitment
Informed by questionnaire and zoom consultation

Primary Health and Relationship Education (HRE) Policy

School Name: Chisenhale

Date policy was approved: July 2026

Review date: July 2027

Introduction

This policy was developed in 2020/1, following in-depth consultation with parents, teachers and governors. Our relationship with parents/carers is very important and we aim to support them with information about our HRE curriculum content, including resources, as well opportunities to share any concerns or issues they may have about any aspect of the HRE provision.

Aim:	The main aims of our school HRE policy are: 1. Chisenhale is committed to putting safeguarding at the heart of everything we do and this includes teaching HRE to pupils. 2. To teach HRE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010. 3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions. 4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.
Context:	<i>“Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, selfrespect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people</i>

	<i>understand and identify when things are not right.” DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, July 2025</i>
Governance:	The governing body is included in the consultation process, approves the HRE policy and will be updated as to developments in its implementation by the subject lead coordinator and the head teacher. The governing body in conjunction with the SLT and head teacher have responsibility for ensuring the policy is in place, monitoring its impact and implementation and ensuring it works with the school's vision and values.

CURRICULUM PROVISION and CONTENT from September 2026

Amendments made in July 2026 to reflect the DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, July 2025 (for implementation September 2026)

Relationships Education (Statutory)	• Families And People Who Care For Me • Caring Friendships • Respectful, Kind Relationships • Online Safety and Awareness • Being Safe (please refer to Appendix 1 for further detail)
Health and Wellbeing Education (Statutory)	• General Wellbeing • Wellbeing Online • Physical Health and Fitness • Healthy Eating • Drugs, Alcohol, Tobacco and vaping • Health Protection and Prevention • Personal Safety • Basic First Aid • Developing Bodies (please refer to Appendix 1 for further detail)

National Curriculum Science (Statutory)	Key Stage 1: • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Key Stage 2: Year 5 • describe the changes as humans develop to old age Year 6 • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents From the DfE guidance (2025): “The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.” (please refer to Appendix 1 for further detail)
Sex Education (Non-Statutory)	• How a baby is conceived and born (DfE recommend in Year 5 and/or 6 - at Chisenhale school, we teach Sex Education in Year 6) (please refer to Appendix 1 for further detail)

MONITORING, EVALUATION and ASSESMENT

Monitoring and Evaluation	The subjects will be monitored and evaluated by the co-ordinator and head teacher. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.
Assessment	The school will identify pupils' prior knowledge using open questioning at the beginning of each topic so that children feel able to share their understanding from home. This helps to both include home contexts in the school education and also to understand any misconceptions children might have. The school will assess pupils' learning and progress through the verbal contributions to sessions and some small drawn or written contributions. There will be a greater emphasis on verbal assessment due to the importance of respecting children's right to privacy (Article 16). This is particularly true in relation to the Puberty lessons. The school will evidence pupils' learning and progress by reference to the Reflection Journals and teacher assessment. Reflection journals will contain small written reflections and journals from those lessons when that is appropriate.

THE RIGHT TO WITHDRAW

No Right to Withdraw	There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum
Right to Withdraw	Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born.
Withdrawal Process	Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher or a member of SLT. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss the parent's concerns.

EQUALITY and SAFEGUARDING

Equality	The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.
LGBT	LBTH recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career, in Key Stage 1. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act. At Chisenhale school, we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families. At Chisenhale school, we have chosen to follow the LBTH recommendation with regards to LGBT content, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2).
Naming of the Sexual Body Parts	LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse. Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them

	unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others. LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs. At Chisenhale school we have chosen to place the naming of the sexual body parts into the statutory part of the (Relationships Education / Science) curriculum in Key Stage 1 (from Year 1). The following words are recommended to be taught in Key Stage 1: • Penis • Vulva • Breast / Nipples • Anus / Bottom • Testicles • Vagina
SEND	The delivery of the content will be made accessible to all pupils, including those with SEND.
Disclosures	Any disclosures will follow the schools agreed safeguarding procedures.

RESOURCES

Teaching Resources	Chisenhale school is committed to using diagrams, rather than pictures, and where appropriate and possible to teach single sex lessons. Our school is also committed to holding information meetings to show parents resources and lesson plans before the commencement of HRE lessons. The school will use the following teaching resources: Jigsaw 2
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CONSULTATION AND PARTNERSHIPS

Parents	Our relationship with parents/carers is very important and we aim to support them with information and, if needed, meetings about our HRE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the HRE provision. We will make curriculum content available to parents upon request.
Staff	The school encourages staff to contribute and support this HRE policy. The school holds staff meetings and training on HRE to ensure that all staff feel confident to deliver this content.
Governors	Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about which resources are used to teach HRE and how HRE is taught within the school. The DfE HRE guidance (2025) provides further clarification as to the role of Governors: <i>As well as fulfilling their legal obligations, governing boards and proprietors of academy trusts should also make sure that:</i> <i>• all pupils make progress in achieving the expected educational outcomes</i> <i>• teaching is accessible to all pupils with SEND</i> <i>• curriculum content and teaching materials are aligned with this statutory guidance</i> <i>• clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education</i> <i>Chisenhale School will publish the Policy on the school website, made available to parents and others. The school will provide a copy of the policy free of charge to anyone who asks for one.</i>

APPENDIX 1

LBTH Primary Schools HRE Mapping

Note: this document will be updated when a new LBTH mapping document becomes available. It currently reflects 2019 guidance

Relationships, Health, Sex Education and Science – Tower Hamlets

Relationships Education – <i>Statutory</i>	Sex Education – <i>Non statutory</i>	Science - <i>Statutory</i>	Physical Health and Mental Wellbeing (Health Education) - <i>Statutory</i>
By the end of primary school Pupils should know: Families and people who care for 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,	• questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. • sexual reproduction in humans • reproductive cycle in humans • conception (Year 6 only)	Key Stage 1: • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise,	By the end of primary school Pupils should know: Mental Wellbeing • 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

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. *Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony		eating the right amounts of different types of food, and hygiene Key Stage 2: Year 5 • describe the changes as humans develop to old age Year 6 • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents From the DfE guidance: Puberty <i>"The content set out in this guidance covers everything that primary schools should teach about relationships and</i>	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),
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through which a couple get married may be civil or religious. 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		<i>health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</i> <i>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</i>	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. Internet safety and harms • 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
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them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 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			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 • the characteristics and mental and physical benefits of an active lifestyle.
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• 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			• 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 • 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).
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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			By the end of primary school Pupils should know: Drugs, alcohol and tobacco • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Health and prevention • 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.
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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.			• 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 • 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 • 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.
From the DfE guidance:			

Lesbian, Gay, Bisexual and Transgender (LGBT) <i>“In teaching Relationships Education and HRE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics”.</i>			
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