



# Relationships and Health Education (RHE) Policy 2026-2027

Based on the DfE RSE and Health Education guidance July 2025

Policy Ratified: Summer Term, 2026

To be reviewed: Summer Term, 2027

## Statutory and Local Context

This policy has been developed in accordance with:

- DfE *Relationships Education, Relationships and Sex Education and Health Education* Statutory Guidance (updated July 2025, in force September 2026)
- Education Inspection Framework (EIF) and School Inspection Toolkit (November 2025 onwards)
- Herts for Learning guidance on PSHE, RSHE and safeguarding
- The school's Safeguarding and Child Protection Policy
- Behaviour, SEND and Equality policies

Relationships Education and Health Education are statutory parts of the curriculum.

**Relationships Education**, as set out in Department for Education guidance, focuses on “the fundamental building blocks and characteristics of positive relationships”, including friendships, family relationships, respectful behaviour, boundaries and staying safe, both offline and online.

**Health Education** aims to ensure that pupils learn how to be physically and mentally healthy, understand how to keep themselves safe, and develop the knowledge and skills needed to manage their wellbeing and lead healthy lives.

Sex Education, beyond the National Curriculum for Science, is non-statutory and is typically taught in Years 5 and 6. As an infant school, we do not teach Sex Education.

All pupils access our full PSHE, Relationships Education, Health Education and Science curriculum. As Sex Education is not included, parents/carers do not have the right to withdraw their child from these subjects.

For clarity, we refer to RSHE as **RHE (Relationships and Health Education)**, reflecting the content we teach in our school.

As we are an infant school, not all the content for the primary curriculum will be covered in our policy. The remaining aspects are covered in Key Stage 2.

## Policy Statement and School Ethos

At Strathmore Infant and Nursery School, Relationships and Health Education (RHE) supports our commitment to ensuring that every child feels safe, valued and supported to thrive.

RHE is a central part of our whole-school approach to safeguarding, wellbeing and personal development, reflecting both national statutory guidance and Herts for Learning (HfL) best practice.

We recognise that high-quality RHE is preventative, supporting children to build the foundations for healthy relationships, emotional wellbeing and positive life choices.

This policy applies to all pupils in Nursery, Reception and Key Stage 1.

### **Definition of RHE at Strathmore**

At Strathmore, RHE helps children to:

- understand and manage their feelings
- develop positive, respectful relationships
- recognise personal boundaries
- know how to keep themselves safe
- identify trusted adults and ask for help

Teaching is age-appropriate, inclusive and developmentally sequenced, recognising the needs and maturity of children aged 3–7.

### **Curriculum Intent**

The intent of RHE at Strathmore Infant and Nursery School is to ensure that all pupils develop the knowledge, language and skills they need to be safe, healthy and emotionally secure, both now and as they move through education.

Our RHE curriculum is designed to:

- place relationships at the heart of learning
- support safeguarding through knowledge and trusted relationships
- develop early emotional literacy and self-regulation
- empower pupils to grow up happy, healthy and safe
- prepare pupils for future transitions within and beyond school

This intent directly supports the *Personal Development and Well-being* judgement within the Education Inspection Framework.

### **Guiding Principles for RSHE**

The RHE curriculum at Strathmore is underpinned by the seven guiding principles set out in DfE statutory guidance, adapted to reflect our pupils and community.

#### **1. Meeting pupil needs**

Content is responsive to pupils' age, maturity, SEND and safeguarding needs.

#### **2. Engagement with parents and carers**

Parents are informed, consulted and involved in RHE policy and curriculum review. Parents

can access all documentation and resources through the school website, workshops or by requesting access via the class teacher.

**3. A positive approach**

Teaching focuses on strengths, wellbeing and healthy relationships.

**4. Careful sequencing and progression**

Learning builds progressively from Nursery to Year 2.

**5. Relevance to pupils' lives**

Content reflects real experiences of young children.

**6. Confident, trained staff**

Staff are supported to deliver RHE sensitively and consistently.

If staff are asked questions outside of our curriculum content, parents and carers will be contacted to discuss how they wish for us to respond. Most questions will be related to the content within the curriculum or resources used.

**7. A whole-school approach**

RHE is reinforced through assemblies, routines and relationships.

These principles ensure RHE is planned, coherent and embedded.

## **Curriculum Implementation**

### **Teaching and Learning**

RHE is delivered by staff through:

- planned PSHE/RHE lessons
- planned Science, Computing and Religious Education lessons
- assemblies and circle time
- stories, discussion and role play
- daily routines and the wider curriculum
- Opportunities for therapeutic interventions such as Drawing & Talking, Lego Therapy, social skills, small group work on transitions, emotions, etc. This is delivered by our trained Therapeutic Interventions Practitioner.

Teaching explicitly develops vocabulary, understanding and confidence. Lessons are adapted to meet individual needs and contexts.

Training needs for staff are identified through surveys, observations and implemented in training days, external courses or supported internally by the subject lead and leadership team.

## **Our Curriculum Overview**

RHE is taught alongside our Behaviour Curriculum, PSHE, Computing and Science curriculums.

Specific RHE content is split into two areas, each with their own focus areas. The subjects are taught from Nursery to Year 2 and differentiated accordingly.

<b>Relationships and Health Education</b>	
<b>Relationships</b>	<b>Health Education</b>
Families and people who care for me Caring Friendships Respectful, kind relationships (this includes learning about bullying) Online Safety and Awareness Being Safe	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 note we will not cover all the objectives set out in the Relationships, Sex and Health Education 2026 Guidance as we are only an infant school. Some objectives will be covered in Key Stage 2 and we will share our curriculum coverage with our local feeder school. As a school we feel the main areas covered in Key Stage 2 and not at Strathmore, are Sex Education, most of the objectives focussed on *Drugs, alcohol, tobacco and vaping*, social media, gambling. For a list of objectives, please see the guidance [here](#).

\*Developing bodies includes reference to naming body parts. We cover this in our Science Curriculum. A refresher session will occur in Year 1 and 2 and include teaching children the names of the following body parts: vagina, penis, testicles and nipples.

### **Safeguarding Integration**

RHE is integral to Strathmore’s safeguarding approach. Pupils are taught:

- they have a right to feel safe
- how to recognise unsafe situations
- that trusted adults will listen and help

Staff follow established safeguarding procedures for any concerns or disclosures.

### **Inclusion and SEND**

RHE is inclusive and accessible to all pupils, including those with SEND. Content is adapted where required, using visuals, repetition and additional support to ensure understanding and safety.

Staff will liaise with the SENDCo and parents of pupils with SEND to ensure the curriculum is suitable and adapted, where necessary.

### **Contribution to British Values**

RHE explicitly promotes British Values in an age-appropriate way and supports preparation for life in modern Britain:

- **Democracy** – pupils learn to listen, share views and respect others' opinions
- **Rule of Law** – pupils understand rules, boundaries and why they keep people safe
- **Individual Liberty** – pupils learn they have rights, feelings matter and they can seek help
- **Mutual Respect** – kindness, empathy and respect are explicitly taught and modelled
- **Tolerance** – pupils learn to respect different families, cultures and beliefs

### **Contribution to SMSC Development**

RHE makes a significant contribution to pupils' Spiritual, Moral, Social and Cultural development:

- **Spiritual** – self-reflection, awareness of feelings and emotional growth
- **Moral** – understanding right and wrong, making kind and safe choices
- **Social** – building friendships, cooperation and conflict resolution
- **Cultural** – respect for diversity and different life experiences

### **Impact**

The impact of RHE at Strathmore is seen in pupils who:

- feel safe, confident and listened to
- can name and manage feelings
- show kindness and respect towards others
- know who to talk to if worried
- are increasingly independent and resilient

Impact is monitored through:

- pupil voice
- assessment opportunities such as learning books, staff observations, role play, quizzes, oracy
- safeguarding and behaviour records
- leadership and governor review

### **Leadership, Monitoring and Review**

RHE is overseen by senior leaders and governors as part of the school's commitment to safeguarding and personal development.

This policy is reviewed annually to ensure it:

- remains compliant with statutory guidance
- reflects HfL best practice
- continues to meet the needs of Strathmore pupils
- Involves stakeholder feedback