Cherry Orchard Primary School RHE

This policy covers our school's approach to our statutory Relationships and Health (RHE) Education.

Date of Policy: September 2026
Member of Staff Responsible: Kirsty Sandford
Review Date: July 2027
Consultation: This policy was developed through consultation with staff, children, parents and governors. This policy is in line with statutory Relationships Health and Sex and Relationships Guidance - November 2025

To be read in conjunction with the KCSIE, Online Safety and Acceptable Use Policy, Teaching and Learning Policy, Prevent Policy, SEND Policy and Equality Policy.

Ethos statement and vision

It is the aim of the Governing Body of Cherry Orchard Primary school to support the implementation of policy and procedures which support the vision of:

***"We care, we learn, we succeed*:'**

A community of learners and a culture of excellence for all begins with our core values, which were created by our whole school community: Courage, Honesty, Equality, Respect, Understanding, Friendship.

As a Rights Respecting Gold Award School, we actively promote the CRC Rights of a Child throughout our curriculum, creating a culture where pupils value each other and value effort and achievement.

Aims

Our goal is to help pupils gain the knowledge, skills and attitudes they need to grow into confident, responsible members of society. We want them to make positive choices about their lives, understand and respect different beliefs and lifestyles, and build healthy, respectful relationships with others. This policy will support pupils to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. The knowledge and skills they develop will guide them in making good decisions and living successful adult lives in our diverse communities.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum

Our RHE curriculum is set out as per our appendices, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers on request.

Delivery of RHE

RHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work: The school uses a blend of My Happy Mind scheme of work (developed by the NHS), Yasmin and Tom (developed by the Family Planning Association), Education for a Connected World, Oak Academy
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health Education

Health Education ensures that children are taught the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Content taught by the end of primary school includes**:**

- General well being
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

RHE complements several other curriculum subjects such as computing and science. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RHE curriculum will be delivered by appropriately trained members of staff.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

- If pupils have questions which are outside of the typical content for their age and stage of development teachers will use their professional judgement to determine whether the question will be answered in the whole class setting, in a private conversation with the student involved or whether the topic is deemed to be outside of the appropriate content for that student's age and development in which case the question will not be answered and the student will receive feedback as to why.
- When teaching puberty, boys and girls will be taught separately (Y5 and Y6)
- Staff have received training on the teaching and appropriate content of Relationships Education and their judgements will be based on this professional knowledge.
- Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within the curriculum (for example some specific safeguarding issues), staff will work with students in advance to prepare them for the topic area and this may also be discussed with parents or carers. External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practices and will work under the close supervision of school teaching staff.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Safeguarding

We view the delivery of quality PSHE and Relationships Education as a tool to safeguard children. The teaching of our curriculum will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Staff will feed back any potential safeguarding concerns to a Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.

SMSC

At Cherry Orchard, the spiritual, moral, social and cultural development of children is promoted through the curriculum, which also links closely to the exploration and promotion of British values as well as being embedded across the curriculum.

Equal Opportunities

The school is committed to working towards equality of opportunities for all pupils regardless of their gender, race, disability and social background. Respecting differences in people is underpinned throughout the RHE programme. The curriculum explores protected characteristics and issues of cultural differences, racism and other forms of discrimination. All the children have equal access to information regardless of colour, creed or gender.

Race Equality

Within the RHE curriculum, all children have an opportunity to experience and develop an understanding and respect for other cultures. The content within the schemes of work includes opportunities for pupils to address issues of race, race equality, racism, conflict and achievement. Pupils are actively encouraged to challenge and question views that do not reflect race equality and respect for cultural diversity, helping them to recognise and challenge prejudice, bias and stereotyping.

SEND Provision within Relationships Education

Relationships Education will be delivered in a way that is accessible and meaningful for all pupils, including those with Special Educational Needs and Disabilities (SEND). Content and learning experiences will be adapted to meet individual needs, taking account of each pupil's level of understanding, communication needs and developmental stage. Where appropriate, pupils may be taught specific aspects of the curriculum at a stage that is developmentally appropriate for them, rather than strictly according to their chronological age, ensuring that learning is relevant, inclusive and supports their personal development and wellbeing.

Roles and responsibilities

The governing board

The governing board will approve the RHE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for making sure that RHE is taught consistently across the school, for sharing all resources and materials with parents and carers.

Staff

Our PSHE Leader, Kirsty Sandford, has worked with our Safeguarding Lead and AHT, Anita Jaswal, senior leaders and governors to develop this policy.

Staff are responsible for:

- Delivering RHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)
- 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.

Pupils

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

Monitoring arrangements

The delivery of RHE is monitored by Kirsty Sandford through:

- Learning walks
- Pupil discussions
- Staff voice
- Assessment of lesson delivery and outcomes will take place by the subject lead and pupil outcomes will be monitored regularly by class teachers. We will use the system of students achieving expected progress, showing emerging progress in the area or exceeding expectations in the area (emerging, expected, exceeding).

This policy will be reviewed by Kirsty Sandford (PSHE lead) every year. Checks will also be made to ensure the policy follows the latest national statutory guidance and that it meets the needs of pupils and the wider school community. Contextual safeguarding will also be reviewed and added in where necessary. It will be reviewed every year unless more recent legislation or publications require it to be reviewed and updated at an earlier date.

At every review, the policy will be approved by governing body.