

Wootton Bassett Infants' School



Relationships & Health Education (RHE) Policy

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Intent

At Wootton Bassett Infants' school we teach Relationships and Sex Education to provide children with the opportunities to develop the knowledge, skills and understanding to lead a confident, healthy and happy life. We place high value and importance on family life, and we aim to reflect the different family backgrounds our children come from. The children will explore emotions and feelings, and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something.

Statutory Requirements

As a maintained infant school, we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. However, we are not required to provide sex education, but we do need to teach the parts of the science national curriculum relating to humans and growth. 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. At Wootton Bassett Infants' school we teach RHE as set out in this policy.

Definition

Relationships and Health education in infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RHE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RHE also aims to give children the skills to stay safe both on and offline. RHE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.

Equal Opportunities Statement

The school is committed to the provision of RHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

Implementation through Teaching and Learning

Many relationship aspects are covered through our PSHE programme which helps to equip children with knowledge, understanding and practical skills, appropriate to their age and maturity, in order to live healthy, safe, fulfilled and responsible lives. Relationships and Health Education may be taught discretely by the class teacher. However, some biological aspects are covered in science, while PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Aspects of RHE are referred to in whole school and year group assemblies, especially when exploring themes such as tolerance, respect and understanding of others.

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 relationships
- Online relationships
- Being safe

RSE/RSHE Updates 2025

The Department for Education (DfE) released the updated RSHE statutory guidance on 15 July 2025, replacing the 2019 version. Schools must align with it by 1 September 2026, though they may begin implementing changes sooner if ready.

The guidance states Primary schools must cover:-

- Emotional regulation and coping with disappointment
- Fostering positive conceptions of masculinity and femininity
- Bereavement, grief, loss, and emotional resilience.
- Use of correct anatomical language (e.g., penis, vagina) to support safeguarding
- Digital literacy—spotting misinformation and understanding AI's influence
- Road, railway, fire, and water safety.

The guidance removes fixed age thresholds for "sensitive" topic e.g. puberty or gender identity with content to be introduced based on age-appropriateness and teacher judgment. Our policy and curriculum map will reflect these changes, and we will share any RHE policies or teaching materials with parents, including third-party resources, on request . We will also continue to consult parents when developing or revising RSHE/RHE policy.

Implementation through Assessment, Recording, Reporting and Monitoring

The RHE curriculum and its delivery is monitored by the PSHE lead who will ensure that each year group is adhering to the RHE policy and that there is full coverage of all prescribed topics. Drop-ins and pupil voice will form part of the monitoring process. Elements of the sex education in the science curriculum are assessed formally. Other elements of the RHE programme are assessed and evaluated using a variety of AfL (Assessment for Learning) activities.

Parental Involvement and Withdrawal

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and health. The school will ensure that parents/carers are made aware of the school's approach and rationale for RHE through the policy and of the school's PSHE curriculum and encourage them to support their child's learning at home. Parents/carers do not have the right to withdraw their

child from statutory Relationships or Health Education. If a parent/carer has any concerns about the RHE provision, we will take time to address their concerns and allay any fears they may have.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Leader (DSL) who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identity of the DSL.

Answering Difficult Questions

Staff are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE issues are taught without bias. Both formal and informal RHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skills and discretion in this area and refer to the DSL if they are concerned. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer and/or have a conversation with the parent/carer.

Links to other Policies

Keeping Children Safe in Education

PSHE

Behaviour & Discipline

Anti-Bullying

Equality and Diversity

Pupil Wellbeing

Safeguarding & Child Protection