Haverigg Primary School



Relationships & Health Education (RHE) Policy

2026-27

At the time of publishing the following roles were held:	
Head teacher	Mrs M Narongchai
RHE lead and PSHE lead	Miss J Marinovich
RHE and PSHE governor	Mrs J Robinson
Designated Safeguarding Lead	Mrs M Narongchai
Deputy Designated Safeguarding Lead(s)	Miss V Musgrave/Mrs K Redhead
This policy has been approved by the governing body Date 8.10.26 Review date 8.10.27	 Chair of Governors

This policy is reviewed annually in line with any new DfE statutory guidance for Relationships Sex and Health Education 2026 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education and is republished following each review.

1. Introduction and aims

At Haverigg School, our PSHE curriculum, incorporating the DfE statutory Relationships and Health Education (RHE), aims to give every child the knowledge, skills and values they need for healthy relationships and good physical and mental health. It reflects our school's values and supports each pupil's wider personal development.

Our PSHE curriculum aims to:

- deliver progressive, age-appropriate and inclusive PSHE, including statutory RHE;
- create a safe environment for discussing sensitive topics;
- develop pupils' confidence, empathy and self-respect;
- equip pupils to build healthy, respectful relationships, online and offline;
- prepare pupils for puberty and promote healthy lifestyles;
- teach accurate vocabulary for bodies, relationships and emotions, including the correct scientific names for body parts;
- help pupils recognise boundaries, stay safe and seek support;
- promote respect, responsible decision-making and strong partnerships with parents and carers.

2. Statutory context

This policy reflects the Department for Education's statutory guidance on Relationships and Sex Education (RSE) and Health Education, which came into effect on 1 September 2026. This is statutory in primary schools. This policy is published on our school website and a free copy is available on request. Parents and carers are consulted when the policy is developed and reviewed. Content taught within the National Curriculum for Science remains statutory for all pupils.

3. What RHE means at our school

At Haverigg School, statutory RHE comprises Relationships Education and Health Education.

Relationships Education (statutory): pupils learn to build healthy, respectful and safe relationships with family, friends, carers, trusted adults and people online. This includes respect, kindness, personal boundaries, permission-seeking, privacy, recognising safe and unsafe situations and knowing how to ask for help. It may include sensitive, age-appropriate safeguarding topics such as personal boundaries, unsafe touch, consent, online safety and harmful behaviours.

Health Education (statutory): pupils learn about physical health, mental wellbeing, growing and changing, puberty, healthy lifestyles, emotional wellbeing and how to seek support.

Together, these statutory areas give pupils the knowledge, skills and values they need for healthy relationships, physical and mental health, respect for difference, positive identity and safe, informed decisions. Teaching is age-appropriate, inclusive and respectful.

4. Right to withdraw

Haverigg School does not currently teach sex education beyond the statutory content of Relationships and Health Education and the National Curriculum for Science. Therefore, there is currently no right to withdraw from any part of the school's RHE curriculum. Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the relevant content within the National Curriculum for Science.

"Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science. The school does not currently provide sex education beyond these requirements. If a parent or carer has any questions or concerns about the content being taught, the school will listen to these concerns and work with families to ensure they understand the curriculum, its purpose and how it is taught.

Should the school introduce any non-statutory sex education in the future, parents and carers would be consulted prior to any teaching commencement, the right to withdraw from this specific content would apply and this policy would be updated accordingly, with parents/carers having the right to withdraw their children from these lessons.

5. How PSHE and RHE are delivered

The school has mapped its PSHE, Relationships Education and Health Education teaching against the current Department for Education statutory guidance. The curriculum map sets out, for each year group, the knowledge and vocabulary pupils are expected to learn, when content is revisited, and how learning is adapted to pupils' age and development. The map identifies where statutory content is taught through PSHE, through other curriculum areas or through National Curriculum Science. It is reviewed regularly to ensure that the school's chosen resources continue to meet statutory requirements.

PSHE at Haverigg School is delivered through regular, timetabled lessons taught by class teachers, providing a consistent and trusted environment where pupils feel safe to learn, reflect and ask questions. We use My Happy Mind and My Happy Mind Plus as our whole-school PSHE scheme, incorporating the statutory requirements for Relationships Education and Health Education (RHE). The program provides progressive learning across relationships, health and wellbeing, emotional awareness, resilience and self-esteem.

Learning is carefully sequenced to build on prior knowledge and is age and developmentally appropriate. Teaching is inclusive and adapted where necessary so that all pupils, including those with SEND, can participate fully. Pupils are supported to develop the knowledge, vocabulary and confidence they need to keep themselves safe and know how and where to seek help.

Staff receive regular safeguarding training. Concerns are managed in line with our Safeguarding and Child Protection Policy and reported promptly to the Designated Safeguard Leads.

6. Curriculum overview

Our PSHE curriculum is built around the planned units of learning from **My Happy Mind**, which cover:

- **Meet Your Brain:** how our brains work and strategies for calming and self-regulation;
- **Celebrate:** building self-esteem by recognising personal strengths;
- **Appreciate:** gratitude, by thinking about and sharing what we are grateful for;
- **Relate:** relationship-building skills such as active listening;
- **Engage:** goal setting, so children aspire, dream and learn to persevere.

My Happy Mind+ extends this through further strands:

- **My Happy Body:** supporting statutory Health Education, covering physical wellbeing and keeping safe.
- **My Happy Relationships:** supporting statutory Relationships Education, covering families and close positive relationships, bullying, and respecting ourselves and others.
- **My Happy World:** economic wellbeing and careers education, covering media literacy, economic wellbeing and career education.
- **My Happy Places:** recognising emotions, understanding how different situations and environments affect how we feel and developing strategies to support emotional wellbeing and self-regulation.

British Values are woven through assemblies, classroom activities and interactive sessions:

- Democracy;
- Rule of Law;
- Individual Liberty;
- Mutual Respect, including respecting the protected characteristics of others;
- Tolerance of Different Faiths and Beliefs.

7. Working with parents and carers

Haverigg School is committed to working in partnership with families. This policy and our curriculum overviews are available to parents and carers. Parents and carers are welcome to contact Haverigg School at any time to discuss the curriculum.

Through the My Happy Mind Parent App, families have free access to resources linked to our curriculum, helping parents and carers understand what their children are learning and reinforce the same wellbeing, calming and self-regulation strategies at home.

8. Equality and Inclusion

Haverigg School delivers RHE in line with the Equality Act 2010 and the SEND Code of Practice. Teaching is inclusive and accessible to all pupils, with lessons adapted where necessary to meet individual needs, including those of pupils with SEND.

Teachers consider pupils' communication, literacy, sensory, emotional and developmental needs when planning RHE. Adaptations may include pre-teaching vocabulary, visual supports, structured rehearsal, smaller teaching steps and additional opportunities to check understanding. Where an individual pupil may need a more personalised approach, staff work with the SENCO, parents or carers and relevant professionals, while ensuring that the pupil receives the knowledge needed for their safety and development.

Pupils learn about and are taught to respect the protected characteristics set out in the Equality Act 2010, in an age-appropriate way through themes such as family, friendship, kindness, equality and respect for difference. Different family structures, including single-parent, blended, foster, adoptive and same-sex parent families, are represented respectfully.

RHE promotes equality, respect and diversity and is delivered in a way that avoids stereotyping, stigma or bias. Resources are reviewed to ensure they appropriately reflect the diversity of our school community and modern Britain.

9. Managing difficult questions

Pupils may ask questions that go beyond the planned curriculum. Staff at Haverigg School respond sensitively and in an age-appropriate way, which may include encouraging the pupil to speak with a parent, carer or another trusted adult, or signposting to appropriate support. Where a question or response raises a possible safeguarding concern, staff follow the school's safeguarding procedures and inform the Designated Safeguarding Lead.

RHE lessons are taught within agreed class ground rules, so pupils know how discussion will be handled. Children's questions are handled thoughtfully and safely rather than avoided because unanswered questions may lead children to seek answers from unreliable or inappropriate sources, often online.

12. Safeguarding

Safeguarding principles are embedded throughout the RHE curriculum, including online safety, healthy relationships, consent, personal boundaries, recognising safe and unsafe situations and emotional wellbeing.

Staff establish clear ground rules before teaching sensitive content and are alert to concerns arising during lessons. Pupils are not asked to share personal experiences, and staff do not promise confidentiality. Staff respond to disclosures calmly, listen without investigating, record and report concerns promptly in line with the safeguarding policy, and refer them to the Designated Safeguarding Lead. Questions that are beyond the planned content are handled sensitively and in accordance with the school's agreed approach, taking account of the pupil's age, understanding and safety. Pupils are clearly signposted so they know who to talk to if they are worried.

Online safety teaching is planned progressively and includes age-appropriate learning about privacy and personal information, communicating respectfully, recognising inappropriate or harmful content or contact, online bullying, sharing images, and how to report concerns and seek help. This learning is coordinated with the school's online safety and safeguarding arrangements. The school works with parents and carers to reinforce consistent messages about children's safety online.

13. Governors and trustees

The governing body approves this policy and holds the Headteacher to account for its implementation. The PSHE Lead is responsible for coordinating the curriculum and reporting on its quality and impact. Governors assure themselves that RHE meets statutory requirements, that the policy is published on the school website with a free copy available on request and that parents and carers are appropriately informed and consulted about the curriculum.

This policy was approved by the governing body on 8.10.26 and will next be reviewed by 8.10.27
Governors also ensure that the school's position regarding the right to withdraw is clearly communicated to parents and carers. As Haverigg School does not currently provide sex education beyond statutory Relationships and Health Education and National Curriculum Science, there is currently no content from which parents have a right to withdraw their child. Should non-statutory sex education be introduced in the future, governors would ensure that the statutory right to withdraw from that specific provision is applied appropriately. Haverigg School's governing body receives updates on RHE delivery and monitoring as part of the school's regular reporting cycle.

14. Monitoring and review

Our PSHE Lead monitors the quality and impact of PSHE, including statutory RHE, through activities such as pupil voice, book looks and learning walks. Feedback celebrates good practice, identifies areas for development and informs planning. We consult parents and carers every year.

Monitoring considers whether pupils are developing the planned knowledge, vocabulary and understanding over time, including whether they can identify safe choices and sources of help. Teachers use questioning and other appropriate checks to identify misconceptions and gaps, and use this information to adapt subsequent teaching. Assessment focuses on learning and understanding, not pupils' personal experiences, family circumstances or beliefs.

Staff are updated at the start of each academic year on new content, resources or curriculum changes, and ongoing CPD strengthens confidence, knowledge and practice.