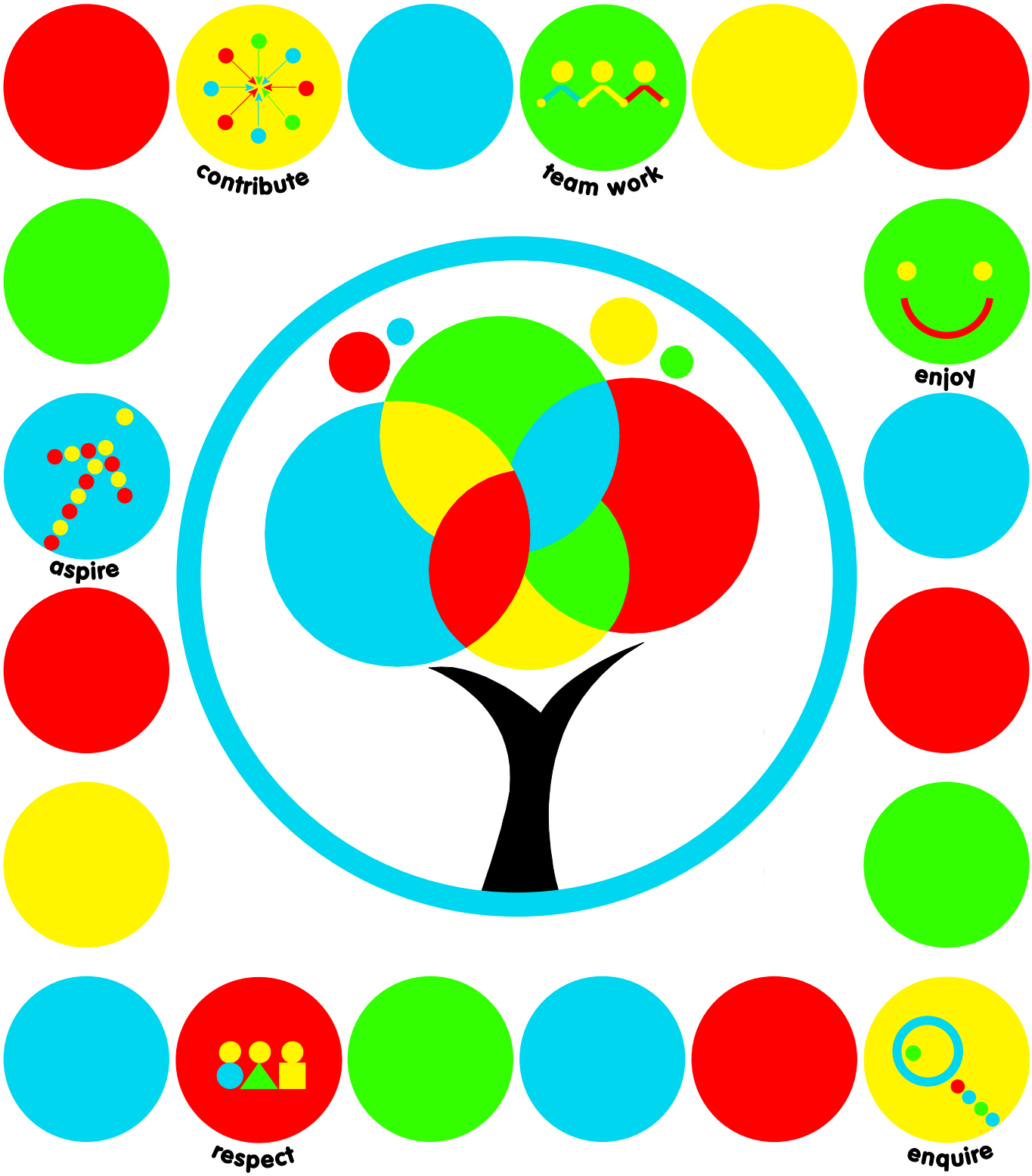


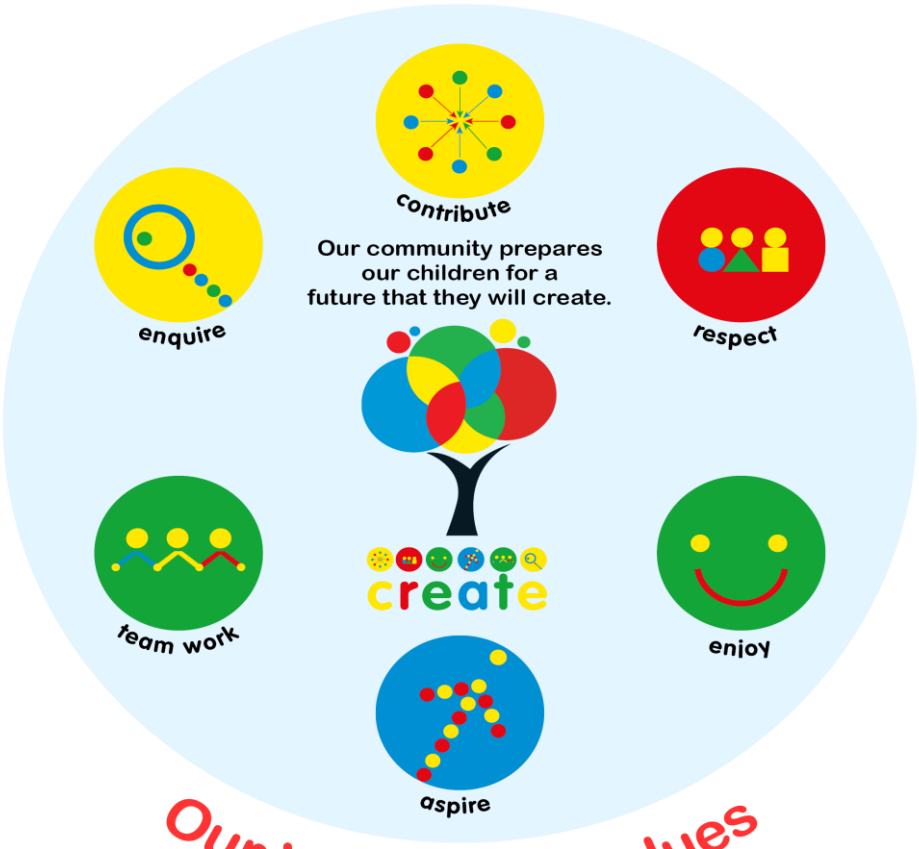

# RHE POLICY 2025

Head teacher signature:

Chair of Governors signature:

Review date: October 2026

Thomas Buxton Primary School
Learning Together




# Our Vision and Values

RIGHTS RESPECTING SCHOOLS
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UNITED KINGDOM
GOLD – RIGHTS RESPECTING

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ACCESS TO INFORMATION

**Statutory Relationships and Health Education (RHE) and Non-Statutory Sex Education Policy**

**Aim:**

The main aims of our school RHE Relationships and Health Education policy are:

1. Thomas Buxton Primary School is committed to putting safeguarding at the heart of everything we do and this includes teaching RHE to pupils.
2. To teach RHE 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:**

> *"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*
>
> – Secretary of State Foreword (July 2025)

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education__relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

**CURRICULUM PROVISION and CONTENT** see Appendix 1 for full statutory content

**Relationships Education (Statutory)**

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

**Health 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

**National Curriculum Science (Statutory)**

**National Curriculum in England: Science Programmes of Study**

**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

## Sex Education (Non-Statutory)

At Thomas Buxton Primary school we use the 1Decision Conception unit to offer non-statutory age appropriate sex education.

## Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality, which go beyond what is set out in our statutory Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives requires a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. School considers what is appropriate and inappropriate in a whole class setting, and teachers are provided support and training in answering questions that are better not dealt with in front of a whole class.

## MONITORING, EVALUATION and ASSESMENT

The subjects are monitored and evaluated by:

- Whole School Curriculum Leader
- Phase Leaders
- Assistant Head Teacher (Inclusion)
- SENDCo

It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content are consistent across the school.

The school identifies pupils' prior knowledge through assessment at the beginning of each unit. The school assesses pupils' learning and progress through end of unit summative assessments.

## EQUALITY and SAFEGUARDING

**Equality**
The school is committed to following the Equality Act 2010 and to tackling sexism, misogyny, homophobia and gender stereotypes.

**LGBT**
The Department for Education (DfE) statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.

> **From the DfE guidance: Lesbian, Gay, Bisexual and Transgender Content**
> "…pupils should understand the importance of equality and respect throughout their education….We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families."
> https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education__relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf
> (page 36)

London Borough Tower Hamlets (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. 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 2010.

At Thomas Buxton Primary 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 2010.

At Thomas Buxton Primary school, we have chosen to follow the DfE and LBTH recommendation with regards to LGBT content, in the context of different types of families.

Children are 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.

**Naming of the Sexual Body Parts**
Children are taught about naming of the sexual body parts as part of our safeguarding procedures. 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 can name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

**SEND**
The delivery of the content is made accessible to all pupils, including those with SEND. Content is adapted to meet individual children's needs and understanding.

**Disclosures**
Any disclosures should follow the schools agreed safeguarding procedures.

## 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 from Non-Statutory Content**
Non-statutory sex education is taught in Year 6. Parents are notified in writing in summer term and must consent in writing to their child being taught the non-statutory sex education, for example, how a baby is conceived and born.

## RESOURCES

**Teaching Resources**
Thomas Buxton Primary school is committed to using diagrams as visual aids.
Puberty is taught in single sex lessons.
The school uses 1Decision scheme of work lesson plans and resources.

## CONSULTATION AND PARTNERSHIPS

**Parents**
Our relationship with parents/carers is very important and we aim to support them with information meetings about our RHE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RHE provision.

**Staff**
The school encourages staff to contribute and support this RHE policy. The school holds staff meetings and training on RHE 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 whether to follow the Tower Hamlets Local Authority recommendations about which topics should be taught and at what stage in the curriculum and whether they should be in the statutory or non-statutory part of the curriculum. Governors also decide which resources are used to teach RHE and how RHE is taught within the school.

The DfE RHE statutory guidance (2025) provides further clarification as to the role of Governors:
"As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance
- 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

## APPENDIX 1

**DfE Statutory Guidance - Relationships, Health and Science Curriculum**
Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)
**https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education**

**Relationships education: content to be covered by the end of primary:**

### Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, either in school or in the wider world, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

### Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

**Online safety and awareness**

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

**Being Safe**

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

**Primary health and wellbeing: content to be covered by the end of primary:**

**General wellbeing**

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

**Wellbeing online**

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

**Physical health and fitness**

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

**Drugs, alcohol, tobacco and vaping**

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

**Health protection and prevention**

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

**Personal safety**

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

**Basic first aid**

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

**Developing bodies**

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

**National Curriculum Science: content to be covered by the end of primary:**

Statutory guidance - National curriculum in England: science programmes of study – https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study

**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

"The content set out in this guidance covers everything that primary schools should teach about relationships and 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".
"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"
***From the DfE guidance: Puberty***

**Non-statutory**

**Sex Education**

Relationships Education, Relationships and Sex Education (RSE) and Health Education
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

**Questions pertaining to sex or sexuality which go beyond**

- what is set out for Relationships Education.
- sexual reproduction in humans (e.g. conception)
- reproductive cycle in humans
- FGM