



**Crockerton Church of England Primary School**  
**Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB**  
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## **VISION STATEMENT**

**Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.**

2 Corinthians 13:11

# **Relationship, and Health Education Policy**

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

|                           |                                          |
|---------------------------|------------------------------------------|
| Written                   | September 2021                           |
| Reviewed                  | September 2025                           |
| Author                    | Mental Health and Wellbeing Lead         |
| Review Cycle and Approval | Annually Governing Body and Head Teacher |
| Next Review               | September 2026                           |

We are committed to safeguarding and promoting the welfare of children and young people

## **Aims**

Our school's approach to Relationship and Health Education (RHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

*"So God created humankind in his image, in the image of God he created them"*  
(Genesis 2:7)

*"I have come in order that you might have life - life in all its fullness"*  
(John 10:10)

1) At Crockerton Church of England School, everyone is treated with dignity and the utmost respect. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

2) Our school seeks to ensure that the RHE Curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RHE within the framework of our school's vision and values.

3) RHE in Crockerton Church of England School is about what constitutes wellbeing and loving care for ourselves now and as we grow (physical and mental health education) and how we show loving care for others (relationships education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Safeguarding is at the heart of this policy to ensure children have the language, skills and knowledge to understand how to keep themselves safe and how to seek help when they are at risk.

## **Requirements on Schools in Law**

From September 2020 it became a statutory requirement for schools to deliver Relationships and Health Education in primary schools (with a grace period of a full start by the Summer Term 2021, due to Covid restrictions). It is also a statutory requirement for schools to teach human life cycles and the changes as humans develop to old age (this includes puberty and gestation) through the Science Curriculum.

## **Defining Relationships Education**

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, Crockerton Church of England School will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe.

## **Defining Health Education**

Health Education aims to give your children 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.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms

- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

## Sex Education

At Crockerton School, a focus on high quality and ongoing Relationships and Health Education, along with the coverage in the Science Curriculum, will provide the pupils with embedded skills and knowledge. It has therefore been decided that Sex Education will not be taught, beyond what is statutory. This also allows time for our comprehensive Values Curriculum to be covered effectively.

## Informing families

The important lessons parents teach their child about healthy relationships, looking after themselves and staying safe, are respected and valued under the Relationships and Health Education curriculum. Teaching at school will complement and reinforce these lessons as the children grow up.

Communication about what is being taught and when will continue to enable parents to support their children with this learning. Parent Overviews of learning for each term will be shared on the school website. Development of and changes made to policies for the Relationships and Health Education curriculum will be shared with parents. Teachers may deem it helpful to contact parents about particular areas of learning, such as puberty, and letters or emails will be sent out accordingly.

When questions arise that take the learning beyond objectives that are planned, families will be informed and the school will act responsibly and with sensitivity to the child and their family. It may be considered appropriate to answer a question to ensure a child is not left without the information they need to keep themselves safe and well. In this situation, parents will be informed and invited for a meeting to discuss what was shared with their child.

## Right to Withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

## The RHE Curriculum

### *Relationships Education*

| Families and people who care for me.                                                                                                                                                                                                        |      |               |               |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                                                                                             | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| That families are important for children growing up because they give love, security and stability.                                                                                                                                         | X    | X             | X             | X             |
| The characteristics of healthy family life, 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. | X    | X             | X             | X             |
| That others' families, 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.  | X    | X             | X             | X             |
| That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.                                                                          | X    | X             | X             | X             |
| That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.                                                                                                           |      |               | X             |               |
| How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.                                                                                                      |      | X             | X             | X             |

| Caring Friendships                                                                                                                                                                                                                        |      |               |               |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                                                                                           | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| How important friendships are in making us feel happy and secure, and how people choose and make friends.                                                                                                                                 | X    | X             | X             | X             |
| The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.                          | X    | X             | X             | X             |
| That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.                                                                                                                       | X    | X             | X             | X             |
| That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.                                              | X    | X             | X             | X             |
| How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | X    | X             | X             | X             |

| Respectful Relationships                                                                                                                                                                                                  |      |               |               |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                                                                           | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | X    | X             | X             | X             |
| Practical steps they can take in a range of different contexts to improve or support respectful relationships.                                                                                                            | X    | X             | X             | X             |
| The conventions of courtesy and manners.                                                                                                                                                                                  | X    | X             | X             | X             |
| The importance of self-respect and how this links to their own happiness.                                                                                                                                                 | X    | X             | X             | X             |
| That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.                             | X    | X             | X             | X             |
| About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.                                       | X    | X             | X             | X             |
| What a stereotype is, and how stereotypes can be unfair, negative or destructive.                                                                                                                                         | X    | X             | X             | X             |
| The importance of permission-seeking and giving in relationships with friends, peers and adults.                                                                                                                          | X    | X             | X             | X             |

| Online Relationships                                                                                                                                                            |      |               |               |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                                 | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| That people sometimes behave differently online, including by pretending to be someone they are not.                                                                            |      | X             | X             | X             |
| That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | X    | X             | X             | X             |
| The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.                                                  | X    | X             | X             | X             |
| How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                     |      | X             | X             | X             |
| How information and data is shared and used online.                                                                                                                             |      | X             | X             | X             |

| Being Safe                                                                                                                                                                |      |               |               |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                           | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).                                                           | X    | X             | X             | X             |
| About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. | X    | X             | X             | X             |
| That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                | X    | X             | X             | X             |
| How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.                                           | X    | X             | X             | X             |
| How to recognise and report feelings of being unsafe or feeling bad about any adult.                                                                                      | X    | X             | X             | X             |
| How to ask for advice or help for themselves or others, and to keep trying until they are heard.                                                                          | X    | X             | X             | X             |
| How to report concerns or abuse, and the vocabulary and confidence needed to do so.                                                                                       |      | X             | X             | X             |
| Where to get advice e.g. family, school and/or other sources.                                                                                                             |      | X             | X             | X             |

#### *Physical Health and Mental Wellbeing (Health Education)*

| Mental Wellbeing                                                                                                                                                                                             |      |               |               |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                                                              | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| That mental wellbeing is a normal part of daily life, in the same way as physical health.                                                                                                                    |      | X             | X             |               |
| That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | X    | X             | X             | X             |
| How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.                                                      | X    | X             | X             | X             |
| How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.                                                                                                       |      | X             | X             | X             |
| The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.                                                           | X    | X             | X             | X             |

|                                                                                                                                                                                                                                                                                      |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.                                                                                                                                         |   | X | X |   |
| Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.                                                                                                                                    |   | X | X | X |
| That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.                                                                                                                                                                                 | X | X | X | X |
| Where and how to seek support (including recognising the triggers for seeking support), including whom 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). |   | X | X | X |

| Internet Safety and Harms                                                                                                                                                                                                 |      |               |               |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                                                                           | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| That for most people the internet is an integral part of life and has many benefits.                                                                                                                                      | X    | X             | X             |               |
| About the benefits of rationing 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. | X    | X             |               | X             |
| How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.                                |      | X             | X             | X             |
| Why social media, some computer games and online gaming, for example, are age restricted.                                                                                                                                 | X    |               | X             | X             |
| That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.                                                   |      | X             | X             | X             |
| How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.                                                     |      | X             | X             | X             |
| Where and how to report concerns and get support with issues online.                                                                                                                                                      |      | X             | X             | X             |

| Physical Health and Fitness                                                                                                                                                                                     |      |               |               |               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                                                                                 | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| The characteristics and mental and physical benefits of an active lifestyle.                                                                                                                                    | X    | X             | X             | X             |
| The importance of building regular exercise 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, vigorous exercise. | X    | X             | X             | X             |
| The risks associated with an inactive lifestyle (including obesity).                                                                                                                                            | X    |               | X             |               |
| How and when to seek support including which adults to speak to in school if they are worried about their health.                                                                                               |      | X             |               | X             |

| Healthy Eating                                                                                    |      |               |               |               |
|---------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                   | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| What constitutes a healthy diet (including understanding calories and other nutritional content). | X    | X             | X             | X             |
| The principles of planning and preparing a range of healthy meals.                                | X    | X             | X             |               |

|                                                                                                                                                                                                      |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 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). | X | X | X | X |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|

| Drugs, Alcohol and Tobacco                                                                                                 |      |               |               |               |
|----------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                            | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |      | X             | X             | X             |

| Health and Prevention                                                                                                                  |      |               |               |               |
|----------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                        | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. |      |               | X             | X             |
| About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.             | X    |               | X             |               |
| About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.      | X    | X             | X             | X             |

| Basic First-Aid                                                                                 |      |               |               |               |
|-------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                 | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| How to make a clear and efficient call to emergency services if necessary.                      |      | X             | X             |               |
| Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |      |               | X             | X             |

| Changing Adolescent Bodies                                                                                                                     |      |               |               |               |
|------------------------------------------------------------------------------------------------------------------------------------------------|------|---------------|---------------|---------------|
|                                                                                                                                                | EYFS | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. |      |               |               | X             |
| About menstrual wellbeing including the key facts about the menstrual cycle.                                                                   |      |               |               | X             |

These are the requirements for RHE from the Department for Education [click [here](#)]

### How will RHE be taught in our school?

RHE will be delivered professionally and across our school curriculum, this is largely through our wider Values/PSHE curriculum, Religious Education curriculum, Science curriculum, Computing curriculum and Physical Education curriculum. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way as part of our spiral curriculum.

RHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RHE will promote healthy, resilient relationships set in the context of character and virtue development that sits within the school's Christian vision and values.

All staff teaching RHE will have received training for this sensitive and important subject. This training will be regularly reviewed, revisited and updated.

Pupils with SEND will have had the content made accessible to them and this will be monitored by the RHE lead and our school SENCO.

At Crockerton Church of England School RHE is taught by confident trained staff. It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions. Question boxes will be used, where appropriate, so that pupils can ask questions that they may not wish to raise in front of others. Question boxes also aim to ensure the learning is linked to the statutory curriculum for most pupils.

### **Planning for RHE**

Teachers will use the planning format to ensure: that prior learning is considered and built upon; there are secure foundations for future learning; missed learning is noted and gaps addressed at a future date; cross-curricular links are maximised to support the pupils in building schemas of knowledge and applying skills across the curriculum; that the learning stems from the school's planned curriculum; that lessons are carefully designed for effective and respectful teaching. Where appropriate, opportunities for Spirituality will be highlighted.

### **RHE will be monitored and evaluated**

Class teachers will use feedback sheets to monitor progress throughout and across terms, with successes and next steps annotated, where action is required. These will allow for timely support and adaptive teaching to ensure all pupils are progressing well.

Subject leaders will carry out learning walks, monitor books and make use of Pupil Voice interviews to assess that RHE is being taught effectively. Where needed, support will be put in place for teachers. This may come in the form of PDM discussions, whole staff training, individual teacher training, sharing of resources etc.

### **Policy Review**

This policy has been produced in consultation with governors and parents and will be reviewed in consultation with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy should be read in conjunction with The Equalities Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>