



**Elaine
Primary School**

RHE Parent Information September 2025



Inspire
Partnership

Relationship Education

Aims of the Session

- **Understanding the why and statutory requirements**
- **How RHE is implemented**
- **To ensure parents and carers understand why Relationships and Health Education is important**

Relationship Education

In September 2020, the Department of Education made it compulsory that all primary age children were taught Relationships and Health Education (RHE).

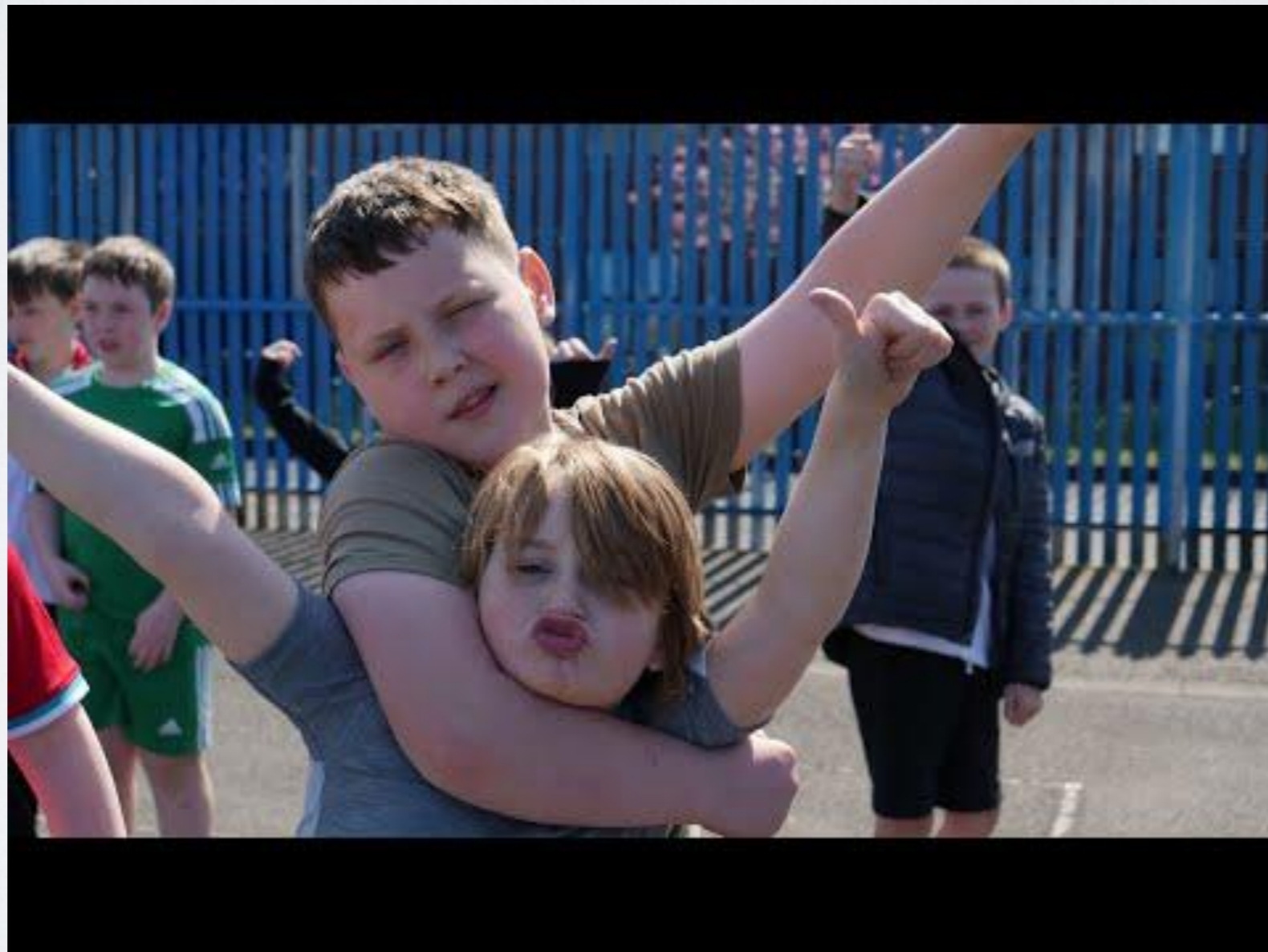
- This subject is designed to equip your child with the knowledge to make informed decisions about their **wellbeing, health and relationships** as well as preparing them for a **successful adult life.**



Relationship Education

Why do you think RHE is important?

How can we move RHE to the centre of our curriculum?



Why is RHE important?

- At Inspire, we believe that the essential aim of Relationships Education should be to provide pupils with the **knowledge** and **skills** to enable them to make **informed** and **responsible** choices in later life, emphasising the benefits of a **healthy lifestyle**.
- We believe that Relationships Education should contribute to promoting the **spiritual, moral, cultural, mental and physical development** of pupils at school and of society and **preparing** pupils for the **opportunities, responsibilities** and **experiences** of adult life.
- We also believe that Relationships Education should be taught within a climate of **trust, respect** and appropriate **confidentiality**, in which pupils and adults feel able to talk **openly** and **honestly**.



Changing name to RHE

RSHE covers the teaching of relationships, sex education and health education.

The sex education part of the curriculum is not a statutory requirement in primary schools (minus what children learn within the Science curriculum) therefore it has been decided that as a trust, we will be naming the subject 'RHE' incorporating just the Relationships and Health education.



Kapow Resource

RSE Statutory guidance
(and non-statutory sex education)

PSHE Association Programme of Study

Kapow Primary scheme of work

Kapow Primary key areas - Key stages 1 and 2

Family and
relationships

Health and
wellbeing

Safety and the
changing body

Citizenship

Economic
wellbeing

Identity (Y6)



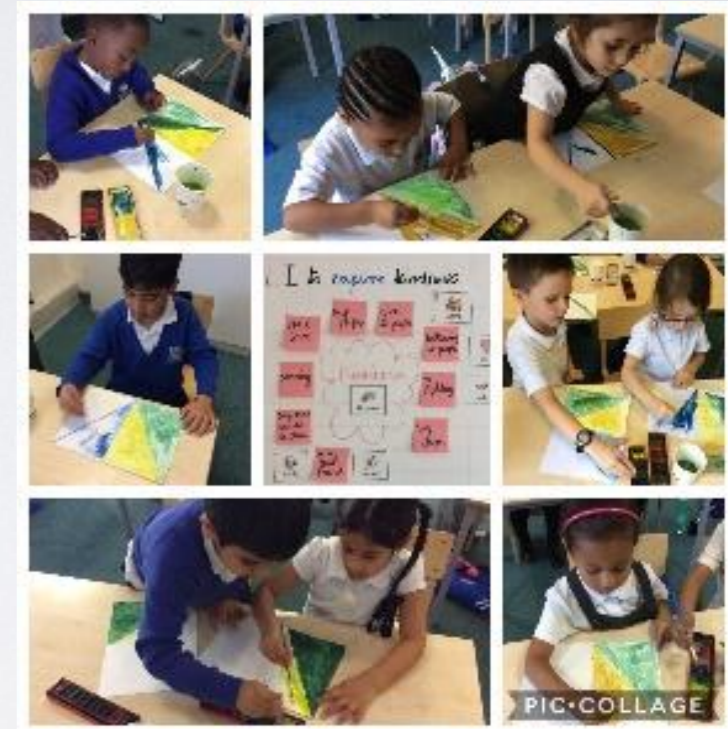
Kapow follows a spiral curriculum that revisits key ideas, increases in depth of knowledge and uses prior knowledge.

How will my child learn?

Children will learn in the same way as they would an English or Maths lesson, through discussion, activities and a skill based curriculum.

We give them factual information that will be not interfere with your home values and faith.

We allow them to build their social skills and collaboration using our Kagan structures.



Parent and Home values

Our Curriculum is built on facts and information

It allows children to intertwine home values and school values

Enables all children to build upon their social skills through collaborative learning

Respects everyone's views, children are encouraged to share and listen to different opinions



Can I withdraw my child?

Parents **can not** withdraw from the **relationships or health education (RHE)**

Parents **can not** withdraw from the **science curriculum**

(includes content on human development, which there is no right to withdraw from)

Parents **can** only withdraw their children from parts or all of the **Sex Education** in Year 6 , and this must be done in writing

A meeting will be arranged with a senior leader to discuss any worries/concerns

Children will be given alternative work to complete.



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

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, your child's 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

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child 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

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



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.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

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



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Progression Map

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 |
|--------------------------|--|--|--|--|--|--|---|--|
| Family and Relationships | <ul style="list-style-type: none"> Explore why families and special people are valuable Understand why it is important to share and develop strategies to help To see themselves as as a valuable individual Explore diversity by recognising similarities and differences | <ul style="list-style-type: none"> Understand how friends can have both similarities and differences Global Curriculum Skill: show interest in, and concern for others outside immediate circle and in contexts different to own Explore family relationships and how people are related Explore situations when someone's body or feelings might be hurt and whom to go to for help Global Curriculum skill: show awareness of, and concern for people's feelings Recognise the skills needed to work together and understand ways to overcome friendship problems. | <ul style="list-style-type: none"> Understand that different families can be made up of different people Understand how friends can have both similarities and differences Explore how to play and work cooperatively in different groups and situations Global Curriculum skill: participate in discussions about issues that affect self, others and the wider world Identify how to be a good friend, e.g. kindness, listening, honesty Understand different ways that people meet and make friends Know how to share their ideas and listen to others, take part in discussions, and give reasons for their views | <ul style="list-style-type: none"> Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents Global Curriculum skill: value what contributes to own identity Understand that being part of a family provides support, stability and love Describe positive aspects of being part of a family, such as spending time together and caring for each other Explore the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty | <ul style="list-style-type: none"> Understand that all families are varied including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents and different in this country and around the world. Global Curriculum Skills: diversity of cultures and societies within and beyond own experience Recognise that families offer support however they can experience difficulties or problems Differentiate between playful teasing, hurtful behaviour and bullying Explain how to respond if they witness or experience hurtful behaviour or bullying | <ul style="list-style-type: none"> Understand that sometimes families can make children unhappy and unsafe and what they can do if this happens Global Curriculum Skills wider causes and effects of poverty, inequality and exclusion Recognise what qualities a good friend should have, which of these they have and which they could develop Global Curriculum Skills discern how people are feeling through their words, body language, gestures and tone Explain how to respond if they witness or experience hurtful behaviour or bullying. Differentiate between playful teasing, hurtful behaviour and bullying Recognise how to | <ul style="list-style-type: none"> Compare the features of a healthy and unhealthy friendship Discuss the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong Develop strategies to respond to pressure from friends Learn how to assess the risk of different online 'challenges' and 'dares' Identify how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable Global Curriculum Skills; recognise how different backgrounds, | <ul style="list-style-type: none"> Know that there are different types of committed, stable relationships. How these relationships might contribute to human happiness and their importance for bringing up children |

This map shows what each year group are going to be doing under each topic.

| Year 1, Autumn 1- Family and Relationships | |
|--|--|
| Key Vocabulary | Protected Characteristics |
| behaviour, care, emotions, family, feelings, friend, friendly, problem stereotype | Sexual orientation, Marriage, Race, Religion |
| Skills and Knowledge | Greater Depth |
| Understands the need for rules for RSHE lessons. | Understands the consequences of not following the rules for RSHE lessons. |
| Understands that families can include a range of people. | Understands how different members of a family are related to each other. |
| Understands what people like to do with friends and who their own friends are. | Understands what makes a good friend. |
| Can describe what people might look like if they are feeling: angry, scared, upset, worried. Can identify ways of responding to this by either offering help or giving them space. | Understands that all feelings are normal and has the ability to articulate this. Can identify exactly what emotion someone might be feeling and recognises what approach may work best to help them. |
| Understands the skills needed to work together in a group. | Understands the benefits of working with different people. |
| Understands that friendships have problems and ways that these problems can be overcome. | Understands that friendships have problems and that there are a range of solutions to help solve these problems, including asking an adult for help. |
| Understands how the actions of others can affect people. | Understands why people behave the way they do and how this might impact on others. |
| Is able to explain what a stereotype is. | Is able to explain why stereotypes are often incorrect and giving examples. |

This map is for each term and topic for each year group. It has what vocabulary the children will be learning as well as what protected characteristics they will be covering.

Protected Characteristics

Protected Characteristics have been woven into the RHE Progression map and is taught through other Curriculum areas as well



Any questions?

Thank you for
writing your
questions on
the post-its

Thank you for
being
sensitive and
respectful

Please speak to
us afterwards if
you have any
personal
questions

