



Relationships and Health Education (RHE) Policy

Purlwell Infant and Nursery School

Approved by: School Governing Board

Ratified: February 2026

Last reviewed: January 2026

Next review due by: January 2027

Reviewed by: Headteacher/PHSE Lead

The rationale for Purlwell RHE policy

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11).
- The policy is underpinned by the values and principles outlined in the Purlwell Charter for RHE (Appendix 1).
- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered. It will also outline the content for sex education which is not age appropriate for our school.
- This policy will be known as the RHE policy.

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What is required: policy check list - minimum requirements (DfE checklist, para 16, page 11-12)

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:

- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RHE / RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents/carers).
- How the delivery of the content will be made accessible to all learners including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education (not applicable at Purlwell)
- Confirmation of the review date.

Legislation and statutory guidance

At Purlwell Infant and Nursery School, we are required to provide relationship education and health education to all learners.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of learners at the school and of society*, whilst also preparing learners *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2025).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **RHE:** Relationships and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is ‘how a baby is conceived and born’ (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.

Policy development

In developing our policy and curriculum we have given due regard to the Government’s statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The RHE Policy at Purlwell Infant and Nursery School was developed following consultation with the whole school community. The views of children, parents/carers, staff, and governors about RSHE were considered when first developing the policy and content of RHE in 2020. The process of policy development involved the following steps:

- A lead member of staff reviewed the current provision.
- DfE guidance and information about RHE was shared with stakeholders (children, staff, parents/carers, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the School Governing Board.
- The policy was ratified (adopted) by the School Governing Board.
- The policy was shared with parents/carers and is available on the school website.

Following the January 2026 review, the draft policy was shared with all parents/carers via email and discussed at a Parent Forum before being ratified by the School Governing Board.

Statement of intent

This policy outlines the approach to relationships and health education (RHE) at Purlwell Infant and Nursery School. It is underpinned by the [Purlwell Charter for RHE](#) (principles and values) and complements the vision/value/ethos of Purlwell Infant and Nursery School.

Relationship and health education is important at Purlwell Infant and Nursery School because it:

- Prepares learners for the opportunities, responsibilities, and experiences of adult life.
- Gives learners the knowledge they need to make informed decisions about their health and well-being.
- Supports learners' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard learners, so they can find and access help and support.
- Teaches learners' tolerance, the importance of equality, and respect for diversity.
- Develops learners' self-respect and self-worth, confidence, and empathy.
- All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in [Public Sector Equality Duty Guidance for schools in England \(EHRC, 2014\)](#)

Roles and responsibilities

a. The School Governing Board

- Ensure the school meets its statutory requirements in relation to relationships and health (health not statutory) and sex education (not statutory).
- Approve the RHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the PSHE curriculum is well-led and effectively managed).

b. The Headteacher

- The development and implementation of the RHE policy.
- Agree the curriculum delivery model, PSHE (where it will be taught, the time allocation and staffing).
- Ensure RHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all learners.
- Enable staff to be suitably trained to teach relationships and health education.
- Encourage parents/carers to engage with the formation of the policy and know about the final policy.
- Report to the School Governing Board on the implementation and effectiveness of the policy.

c. Lead teacher for RHE

- Support the development and implementation of the RHE policy.

- Develop the school's RHE curriculum known as PSHE and PSED and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subject leads) to ensure the RHE curriculum complements, but does not duplicate, any content in other subjects.
- Provide teachers with resources to support PSHE delivery.
- Ensure the PSHE curriculum is up to date and includes Pol-Ed and My Happy Mind as required.
- Monitor and evaluate the effectiveness of PSHE and support teaching staff if required.
- Report to the Headteacher/School Governing Board regarding compliance with the statutory requirements and effectiveness of the PSHE curriculum.

d. SENCO

- Advise teachers on how best to identify and support learners' needs (including the use of teaching assistants/support staff).

e. All teachers of RHE

- Know and act in accordance with the RHE policy.
- Consider how their personal views and/or beliefs might impact on their teaching of RHE/PSED/PSHE.
- Monitor learner progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of learners with SEND.
- Report any concerns about RHE/PSHE/PSED teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or learner disclosures to the DSL (in line with the Trust Safeguarding Policy).
- Share any concerns they may have about teaching RHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RHE.

The RHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RHE/PSHE ed curriculum content at Purlwell Infant and Nursery School

- The RHE policy and PSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE\)](#)
- DfE update [DfE communication to schools on RSHE implementation](#) (update, June 2020)

RHE Statutory Content Summary (Primary School)

There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
<ul style="list-style-type: none"> ● Families and people who care for me ● Caring relationships ● Respectful relationships ● Online relationships ● Being safe 	<ul style="list-style-type: none"> ● Internet safety and harms ● Physical health and fitness ● Healthy eating ● Drugs, alcohol and tobacco ● Health and prevention ● Basic first aid ● Changing adolescent body (including puberty and menstruation)

- The content of the RHE, PSHE/PSED curriculum at Purlwell Infant and Nursery School is informed by:
 - ❖ National guidance and evidence-based research about RSHE/PSHE/PSED ed.
 - ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
 - ❖ Relevant health and other data (both local and national).
 - ❖ The views of learners, staff, parents/carers, and governors.
 - ❖ Pol Ed information regarding community matters
 - ❖ Current mental health issues- My Happy Mind
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, Red Cross, Place 2Be, Childrens' Mental Health, Pol Ed, My Happy Mind). [Annex B Suggested Resources DfE, 2019](#)
- Purlwell Infant and Nursery School has adopted (with amendments) [PSHE Association: programme of study 2020](#). This programme of study is a suggested DfE resource (Annex B Suggested Resources DfE, 2019)
- This programme of study supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory RHE content. This broader PSHE ed programme includes economic well-being, careers and enterprise education. The programme of study sets our learning opportunities for each key stage under three core themes: Health and Well-Being, Relationships, and Living in the Wider World. Purlwell Infant and Nursery School has developed medium terms plans based on the PSHE Association. [PSHE Association: statutory tools](#)
- The content is well-matched to the needs of the learners. It is age (developmentally appropriate) and is based on what learners are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
- The curriculum is sequenced and progressively builds upon prior knowledge.

- The PSED/PSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all learners.
- The content of the RHE/PSHE/PSED curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or learner is encouraged to offer feedback about the PSHE/PSED curriculum. The school offers a variety of ways to do this. Parents/carers meetings and questionnaires. Staff – subject leader staff meeting time and staff questionnaires. Learners – learner voice interviews, class floor books, school council meetings.

Sex Education

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that ‘all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the learners. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All learners will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty - this is not applicable at Purlwell); the reproductive process in some plants and animals.
- All learners will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families is part of relationships education.

At Purlwell Infant and Nursery School we do not teach sex education beyond what is required above.

Appendix 3 outlines the RHE ed taught through PSHE education content at Purlwell Infant and Nursery School.

The delivery of the RHE curriculum:

- Relationships and health education (RHE) will be taught within the personal, social health and economic (PSHE) (PSED In Early Years) curriculum/programme and in other areas of the curriculum such as assembly, themed weeks (e.g. anti-bullying week, Childrens’ Mental Health Week) and other curriculum areas (e.g. science).

- PSHE teaching will promote:
 - ❖ equality and challenge all forms of prejudice and discrimination.
 - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.
- Teaching will be inclusive, so it meets the needs of all learners - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT learners and/or their families. Teaching will reflect all the families at Purlwell, it is more age appropriate for children to relate to their concrete surroundings. This means a teacher will refer to different viewpoints and beliefs on a range of RHE issues. All learners and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Learners will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents/carers, peers, media, faith and culture) that may shape their own attitudes to relationships; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RHE/PSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RHE.

Safeguarding: safe and effective practice

- RHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective PSHE/PSED, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Learners need basic knowledge about which parts of their body are private and will be referred to as such ('private parts' in line with NSPCC teaching) to support safeguarding. Unless there is a specific need, correct terms for genitalia will not be explicitly introduced at Purlwell.
- In PSHE lessons:
 - ❖ Teachers and learners will agree ground rules, so everyone is, and feels safe in lessons.
 - ❖ Teachers will agree with learners the limits of confidentiality.
 - ❖ Distancing techniques will be used, so that learners are not required, or feel pressurised into, talking about their personal circumstances.
 - ❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Children may not see the

boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content, teachers will respond to these appropriately).

Engaging Stakeholders

Parents/carers Parental engagement is informed by:

[DfE Parental engagement](#)

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents/carers are the first teachers of their children.
Our aim at Purlwell Infant and Nursery School is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RHE.
- At Purlwell Infant and Nursery School, we have shared information with parents/carers when planning RHE/PSHE. Parents/carers are provided with the following information:
 - ❖ The content, progression and vocabulary of the PSHE curriculum (on the website)
 - ❖ How to support/complement RHE/PSHE teaching at home (half-termly parent information sheets)
- If parents/carers have concerns about any aspect of the RHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.

Faith and cultural perspectives on RHE

- Teaching RHE/PSHE ed effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RHE/PSHE ed in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.

- RHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.
- Parents and carers are key partners in RHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

Monitoring the quality of provision for RHE/PSHE ed

- The subject lead for RHE/PSHE Ed is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RHE/PSHE ed link governor will meet with the subject lead to discuss the effectiveness of RHE curriculum.
- The subject lead will report to the Headteacher and School Governing Board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The School Governing Board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the PSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents/carers and will be approved by the School Governing Board.
- The review should consider any changes to statutory guidance; feedback from learners, parents/carers or staff; and the school context.

Appendix 1: Purlwell Charter informed by the Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all our children to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Purlwell Charter sets out the values and principles that we believe underpin an effective PSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.

Our values and principles

1. RHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed/PSED) programme. The curriculum should be planned and timetabled across all key stages. RHE needs to be given enough curriculum time to cover the breadth of issues in relationship and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE).
2. RHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents/carers before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek learners' views about RHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of PSHE time; resources; the use of external experts/visitors. Their views should be taken into account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RHE. Their views should be considered when planning PSHE/PSED. Parents/carers will be encouraged and supported to complement the teaching at home, in the same way that parents/carers are asked to complement the teaching of other subjects.

6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the PSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RHE.
7. Schools must develop an RSHE / RHE policy (including clear objectives and an overview of the content) which is shared with parents/carers and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. School leaders will decide the content of the PSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what learners are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The PSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of PSHE should have access to high quality professional development (training) in RHE/PSHE.
12. PSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.
13. PSHE will give a positive view of human sexuality with honest and medically accurate information, so that learners can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. PSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
15. PSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RHE lessons will encourage participation by using a variety of teaching approaches.
17. PSHE teaching will be inclusive so it meets the needs of all learners, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT learners. This means a teacher will refer to different viewpoints and beliefs on a range of PSHE issues.
18. Learners will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents/carers, peers, media, faith and culture) that

may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views

19. Information and resources used in PSHE should be up to date, based on best practice and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the PSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to PSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.

Appendix 2: The statutory content: relationships education and health education (DfE)

The following is what children will know at the end of Primary school, age 11. At Purlwell we will only cover the age appropriate content. Please see the RHE/PSHE ed overview themes on our school website.

Relationships education overview (para 62/page 20)

Families and people who care for me

By the end of primary school, learners will know:

- That families are important for them growing up because they can give love, security, and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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

By the end of primary school, learners will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through, so that the friendship is repaired or even strengthened and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.

- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, learners will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

By the end of primary school, learners will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, learners will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school learners will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, learners will know:

- That for most people, the internet is an integral part of life and has many benefits.

- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

By the end of primary school, learners will know:

- The mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, learners will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, learners will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, learners will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

By the end of primary school, learners will know:

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries.

Changing adolescent body.

By the end of primary school, learners will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 3: The RHE/PSHE ed curriculum at Purlwell Infant and Nursery School

- The DfE [Statutory Guidance for Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) sets out what schools must cover in primary schools.
- The [PSHE Association programme of study](#) (Key Stages 1–5) is a national programme of study and a suggested DfE resource. Purlwell Infant and Nursery School. has adopted this programme of study.
- It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.
- This programme of study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements.

Purlwell curriculum themes

[-https://www.purlwell.org/RSHE-Consultation-Information/](https://www.purlwell.org/RSHE-Consultation-Information/)

	Year A		Year B	
Autumn 1	New Beginnings. Being Healthy and Staying Safe.	Feelings, belonging, class charter, problems and how to resolve them, household products and dangers, personal hygiene.	New Beginnings. Being Healthy and Staying Safe.	Feelings, class charter, keeping healthy, personal hygiene, household products and medicines can be harmful.
Autumn 2	Keeping Ourselves and Others Safe. Getting On and Falling Out. Anti-Bullying Week	Bullying, worrying, privacy, good and bad touches, keeping safe, feelings, people who help us in emergencies.	Keeping Ourselves and Others Safe. Getting On and Falling Out. Anti-Bullying Week	Good friends, feelings and bodies can be hurt, bullying, secrets, keeping safe, appropriate and inappropriate touches (hitting, kicking etc)

Spring 1	Going for Goals. Responsibility. Childrens' Mental Health Week.	New Year's Resolutions, How we learn, goals, Children's Mental Health Week, similarities and differences.	Going for Goals. Responsibility. Children's Mental Health Week.	New Year's Resolutions, positive growth mindset, Children's Mental Health Week, how to solve a problem.
Spring 2	Good To Be Me.	Online safety, everyone is special and important, being proud, respecting needs, feelings and how to manage them.	Good To Be Me.	Being proud, ours and others rights, belonging to different groups and communities, being unique, special people, feelings and how to manage them.
Summer 1	Managing Feelings. Relationships	Recognising our and other feelings, stress, different behaviours, listening, co-operative play.	Managing Feelings. Relationships	Change and loss, managing feelings, privacy, strategies to manage feelings, similarities and differences.
Summer 2	Changes	Money, where it comes from, keeping it safe, local environment, independence, staying safe, change.	Changes	Local environment and how to look after it, money, long term goals, independence, keeping safe, changes.

Topic Information sheets are shared on a half-termly basis with parents/carers and are also uploaded onto the school website.