



**RHE POLICY**  
**Westbury House School**  
January 2026

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## Introduction

At Westbury House School, the **PSHE** curriculum is strongly tied to **Relationship and Health Education (RHE)** as well as pastoral care programme. In PSHE (and RHE) delivery, the school pays particular regard to the protected characteristics under Section 4 of the Equality Act 2010 (of which pupils are made aware to the extent which is age appropriate). They are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

## Relationships & Health Education (RHE)

The School will provide Relationships and Health Education (RHE) in the basic curriculum for all pupils as part of the PSHE Curriculum, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils as part of the Science Curriculum.

This was implemented in the Spring Term 2021 once the initial consultative phase with parents, pupils and colleagues had been completed in the academic year 2020/2021. The first consultative phase took the form of an invitation to parents to respond to the proposed curriculum. This was followed by further consultation via the Parents' Committee and a follow up Parent meeting in Autumn 2021. The content and delivery was also discussed in staff meetings and training given to all staff via an external provider. Further training was provided for the PSHE/RHE lead.

The focus in primary schools is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children may already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education, the school teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns (including anonymously), ask questions and seek advice when they suspect or know that something is wrong or about subject matter related to RHE. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

*See also: Child Protection & Safeguarding policy on website or in staff Handbook*

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The school aims to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The school endeavours to ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. It also aims to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Parents do not have the right to withdraw their child from RHE lessons since the school is teaching Relationships and Health Education not Relationships and Sex Education beyond the National Curriculum for Science.

RHE is embedded within the PSHE curriculum as well as within Character Virtue lessons and Computing. It will be resourced primarily by Discovery Education. Lessons will be delivered by the pupils' PSHE and/or Form Teacher. The RHE scheme of work lays out the content and when each topic is taught.

### **No Outsiders**

The No Outsiders curriculum uses classroom lessons, assemblies and story books to teach pupils about all aspects of difference and diversity – principles which are in line with Fundamental British Values and promoted in the Equality Act (2010).

No Outsiders has been introduced in addition to our RHE/PSHE lessons and Character Virtue lessons/assemblies, and will be linked closely to our pupil code of conduct: The Westbury Way.

No Outsiders celebrates difference and diversity and will provide our pupils with a strong sense of belonging in a welcoming school community. Bullying is far less likely to exist in an environment which fosters inclusion, respect, celebrates diversity and where children work and play with others from a range of diverse backgrounds.

The school have purchased 42 new picture books, created a school curriculum from Reception to Year 6 and provided teachers with training and lesson plans to help them teach the Equality Act (and awareness of the 9 Protected Characteristics) through the non-threatening medium of children's picture books.

## **Effective promotion of Fundamental British values**

These are democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. This is evident in the school's ethos and in many ways throughout the school, for example, in the RHE and PSHE programme, School Council, assemblies, Character Virtues lessons, the No Outsiders curriculum and within subject areas.

## **Political Education**

Political issues may occasionally be referred to in lessons. They are presented in a balanced manner and can be linked to the teaching of Fundamental British Values.

## **Community Cohesion**

The school will work towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

## **Monitoring and Review**

RHE was implemented in the Spring Term 2021 once the initial consultative phase with parents, pupils and colleagues was completed in Autumn 2020.

As part of the merger of TSS and WHS in September 2024, a second consultation was implemented in the Summer Term 2024. Issues of the curriculum (and in particular faith) were discussed with parents and agreement reached. The 'No Outsiders' EDI Curriculum was re-released to all parents in September 2024 (post merger). Any concerns or enquires were then responded to on an individual basis.

This policy is monitored by the SENCo who will report to the Headmistress on its implementation on a regular basis in conjunction with the RHE Lead. The Headmistress will report to the Governing Body on the progress of the policy and will recommend any changes.

This policy is reviewed at Governance level every 2 years.

**Next policy review date: Spring 2027**