



Relationships and Health Education

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Date of review	November 2025	Ratified by Chair of Governors	January 2026
Date of next review	November 2026	Reason for review	Annual Review

This policy is for all pupils at Hampton Pre-Prep & Prep School (the School), therefore includes the Early Years Foundation Stage (EYFS), Pre-Prep and Prep Departments.

The policy is available to all pupils and parents via the School's website, or from the School Office.

Introduction

Relationships Education is compulsory in all primary schools in England, as detailed in Appendix 1. Our policy has regard to the following statutory guidance:

- *The Education Act 2002 (Section 80A) and the Education Act 1996 (Section 403)*
- *Sexual Health and Wellbeing Action Plan, 2010 – 2015*
- *Guidance on sex and relationships education (RSE) in schools*
- *Requirements of the Personal and Social Education Framework for 7 to 19 year olds.*

[Government guidance - click here](#) .

Rationale

We are mindful that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. Naturally, this presents many positive and exciting opportunities but also challenges and risks. In this environment, it is essential that our pupils know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, including the nature and quality of the personal relationships they will establish and seek to maintain.

Relationships Education provides an important forum to give pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It is, therefore, a tool to safeguard children.

Relationships Education is an important part of the Life Skills programme at the School and aims to promote equality between individuals and groups irrespective of individual differences. It involves an exploration of human and social diversity, and a fostering of self-worth.

Relationships Education is not delivered in isolation but firmly embedded in other curriculum areas (e.g. Computing (e-safety), RE and Science), including Life Skills (the name the School has adopted for PSHE).

Definition

Relationships Education puts 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, we 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

Health Education aims to give pupils 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

Links with other policies

We recognise that this policy links and cross-references with a number of other policies; it should therefore be read in conjunction with the following:

- Life Skills (PSHE) Policy
- Safeguarding (Child Protection) Policy**
- Anti-Bullying Policy
- Equality, Diversity & Inclusion Policy**
- Looked After Children Policy**
- Mental Health Policy**
- Online Safety Policy
- Social Media Policy**
- Special Educational Needs & Disability (SEND)**

**Denotes Hampton School Trust policy

Parents

We are very aware that parents/carers are the prime educators of children on many of these matters and fully appreciate that we, as a school, will be seeking to complement and reinforce the role the family plays.

Aims

The aims of Relationships Education at the School are:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty, and give them an age-appropriate understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

Objectives

It is the School's primary objective that our broad and balanced curriculum will promote the spiritual, moral, cultural, mental and physical development of our pupils, supporting them on their journey to becoming successful and happy adults who make a meaningful contribution to society.

- To equip our pupils to live full and wholesome lives in an increasingly complex world, primarily by assisting them to forge strong, healthy, respectful relationships, focusing on family and friendships in all contexts, including online.

- To teach pupils in an age-appropriate manner about mental health and wellbeing, giving them the knowledge and capability to take care of themselves and to support them in accessing support whenever needed.
- To foster and develop resilience and character in our pupils, both are fundamental to being happy, successful and fulfilled members of society – giving them the belief that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve their goals; and, most importantly, to recover from knocks and challenging periods that inevitably will happen in life.
- To enhance the development of important personal attributes within our pupils including kindness, integrity, generosity and honesty.

Curriculum and delivery

The curriculum has been developed to meet the aims and objectives stated above. It is considered flexible and not overly prescriptive; it is recognised that the subject requires the teacher to be reactive to circumstances that arise and to children's needs.

Delivery of Relationships and Health Education at the School is taught within Life Skills education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in Religious Education (RE).

At the School, every class has a Life Skills lesson once a week. We use material from the PSHE Association support the delivery of lessons incorporating elements of Relationships and Health Education for Reception to Year 6. We ensure that cross curricular links are made where possible i.e. through Computing (e-safety), RE and Science.

Circle and story times provides useful platforms for discussing pertinent topics with our youngest children.

Content of sessions may be planned according to our programme or may arise from issues and questions raised by the children in response to their experiences.

Individual class/form and whole school assemblies provide a useful forum for imparting and discussing information, experiences and attitudes about relationships and healthy lifestyles. Similarly, the time spent out of the classroom in the playground and dining hall can be a positive learning opportunity. As such the whole school, including non-teaching staff, support the programme.

In addition to these class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness weeks are also reflected upon and used as a spur for activities.

During the Summer Term in Year 5, pupils are taught about their physical changes to their bodies during pubescent years and those for girls. Parental permission is sought before pupils receive this element and they are offered the opportunity to meet with the Head of Science and Deputy Head Pastoral in advance of these sessions so they know exactly what content will be covered.

In Year 6, pupils will have a refresher session on the content covered in Year 5 and a light touch approach to conception. They will also explore respect and consent in relation to healthy attitudes towards positive relationships. This is taught by the Deputy Head Pastoral. Parental permission is sought before pupils receive this element and they are offered the opportunity to meet with the Deputy Head Pastoral in advance of these sessions so they know exactly what content will be covered.

Across the EYFS and all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Resources

As noted above, the School uses a variety of resources to support the delivery of Relationships Education from Reception to Year 6. See **Life Skills Policy** for full details of the curriculum.

Learning Support

In Relationships Education sessions, we make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Heads of Learning Support (Prep & Pre-Prep), other teaching staff and teaching assistants as necessary.

This may be achieved through working closely with individuals, finding exercises that boost their self-esteem to diminish feelings of inadequacy, or working on a whole-class exercise that makes others aware of how that individual may be feeling.

Also see the **Special Educational Needs & Disabilities (SEND)** policy see link below.

We are also appreciative of and are sensitive to the diversity of backgrounds in our School Community. We are aware of the children's various needs and match our programme to their age, experiences and maturity and will adjust it accordingly. Further details can be found in the **Equality, Diversity & Inclusion Policy** (all policies can be found on Cezanne - [click here](#))

As in all other subject areas, the School strives to enable all pupils to reach their full potential. Sessions are delivered within the context of Form or, sometimes, Year group. All these groups are, therefore, of mixed academic ability. Appropriate differentiation needs to be taken into consideration by Form Teachers when preparing their sessions in order to enable all members of the group to have equal access to the session. It is to be remembered that a pupil who is not particularly good at articulating on paper may well shine in open discussion, and vice versa.

Assessment

We have the same high expectations of the quality of pupils work in this area as for other curriculum areas. It is important that this area is evaluated and assessed because we must be able to:

- monitor our provision;
- give us and pupils (and parents) feedback about their progress and how their learning might be improved;
- improve learning and increase pupils' motivation;
- help pupils to reflect on and identify what they have learnt.

No formal assessment/marking is undertaken as in other subjects. This would be inappropriate as young people's development and awareness is not linear and will likely change according to the complexities of their developing individual lives.

Evidence of learning comes from:

- improved attitude and behaviour in class and around the School;
- increasing ability to form constructive relationships with one another, teachers and other adults;
- increasing understanding of the impact the individual makes on others;
- increasing respect for the differences between people, particularly their feelings, values and beliefs;
- an increasing ability to show initiative and take responsibility;
- demonstrating kindness, integrity, generosity and honesty .

The Form Tutor / Class Teacher may employ:

- self-assessment (checklist, display, questionnaire);
- peer assessment (role-play, interviewing each other);
- whole group assessment (brainstorms, worksheets, role-play);
- teacher assessment (checklist, response to group);
- joint teacher-pupil assessment (reflection and involvement in school, ability to work within the group, Circle Time).

Roles and responsibilities

The Governors

The Governors have approved the Relationships Education Policy and hold the Headmaster to account for its implementation.

The Headmaster

The Headmaster is responsible for ensuring that Relationships Education is taught consistently across the School, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationships Education (see 'Parents' Right to Withdraw' section below).

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Headmaster.

Pupils

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education, treat others with respect and sensitivity.

Parents' Right to Withdraw

Parents' have the right to withdraw their children from the non-statutory components of Relationships Education, this is the aspect taught in the Summer Term of Year 6 following the parental meeting. 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.

Requests for withdrawal should be put in writing and addressed to the Headmaster. A copy of withdrawal requests will be placed in the pupil's educational record. The Headmaster will discuss the request with parents. Alternative work will be given to pupils who are withdrawn from Relationships Education sessions.

We will ensure that:

- a copy of the Relationships Education Policy is disseminated to Governors and all staff members
- regular training is provided to staff on the policy content
- there are copies of the Relationships Education Policy are available from the School Office (and the School website) for parents to access on request

Monitoring and Evaluation

The Head of Pre-Prep and Deputy Head Pastoral will be responsible for ensuring the policy and programme is implemented as agreed. They will also facilitate the gathering of policy feedback from parents, staff and pupils every two years.

Appendix 1 - What must be taught in Relationships Education (Primary)

Relationships Education will form part of children's learning about the world around them and how they interact with others. Like all areas of the curriculum, Relationships Education will be taught objectively, without bias. Children will not be taught to question their own gender and identity but will become aware that we are all different and that our differences should never be a cause for fear, conflict or disrespect.

We are mindful that the majority of this programme will be taught in conjunction with other curriculum areas, in particular, Life Skills and Science.

By the end of primary school (Year 6):

Families and people who care for me

Pupils should know :

- that families are important for children 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

Pupils should 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, 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.
- 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.

Respectful relationships

Pupils should know :

- 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.
- 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 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
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know :

- that people sometimes behave differently online, including by 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 including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should 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; including 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) whom 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 or 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 get advice, e.g. family, school and/or other sources.

Appendix 2 - What must be taught in Health Education (Primary)

Mental wellbeing

- 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, nervousness) and scale of emotions that all humans experience in relation 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, 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.
- isolation and loneliness can affect children and it is very important for children to 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), 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).
- it is common for people to experience mental ill health. For 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

Pupils should 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 and 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 and know how to recognise and display respectful behaviour online and 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, including 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

Pupils should know:

- the characteristics and 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, 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

Pupils should know:

- what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

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

Health and prevention

Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should 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

Pupils should 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 including the key facts about the menstrual cycle.