

Relationship and Health Education Policy (RHE)



Reviewed / Updated:	July 2026
Next review due by:	July 2027
Reviewed by:	Mrs Tighe
Approved by:	The Governing Body

This policy sets out Cheetham CE Community Academy's approach to Relationships Education and Health Education. It has been revised for the statutory guidance that came into effect on 1st September 2026.

The school has considered the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (revised guidance effective from 1 September 2026), together with relevant requirements relating to safeguarding, equality, SEND and the National Curriculum for science.

Relationships and Health Education is compulsory for pupils in primary education. Relevant biological content is also taught through the National Curriculum for science. The school refers to its combined provision as Relationships and Health Education (RHE).

The Governing Body is responsible for approving this policy and ensuring that statutory requirements are met. The Principal is responsible for implementation. The RHE Lead coordinates curriculum planning, staff development, monitoring and engagement with parents and carers.

1. Rationale

Relationship and Health Education is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

Our curriculum takes a holistic approach to physical, emotional, social and moral development. It is intended to help pupils build positive, respectful relationships and make informed, safe choices as they grow.

The policy and curriculum are informed by engagement with parents and carers, pupils, staff and governors. The school will continue to invite feedback and explain curriculum content and resources to families through surveys and pupil voice activities.

2. School vision, values and context

Together in Learning: Recognise the best in yourself, find the best in others, achieve together.

At Cheetham CE Community Academy we have faith in the uniqueness of every child and adult, and together we strive to use our gifts and talents to serve others and achieve the best for everyone.

Our values are Love, Trust, Friendship, Courage, Forgiveness and Hope.

Cheetham CE Community Academy is situated in North Manchester, close to Manchester City Centre. We are home to nearly 550 pupils from all over the world, with around 90% of our pupils speaking English as an additional language. As a result, our staff are highly experienced in supporting pupils with EAL.

The vast majority of our pupils are Muslim, and our school community is made up of families and staff from a wide range of languages, cultures and religious backgrounds. Although there is a strong shared religious identity within our community, socially and culturally our school is extremely diverse. We value this diversity and come together as a school community to pray, eat, fast and celebrate religious occasions.

We recognise that Relationships Education has an important role to play in bringing our community together. We therefore teach respect for others and difference whilst taking account of pupils' religious backgrounds and the school's Church of England character. Our approach is rooted in our Christian vision and values, whilst meeting our statutory duties and ensuring every pupil receives their curriculum entitlement.

We also have a higher-than-average number of pupils with Special Educational Needs and Disabilities (SEND), including pupils with Education, Health and Care Plans (EHCPs). This is taken into account when planning and delivering our RHE curriculum so that the learning is accessible and meaningful for all pupils.

3. Aims of this policy

Our Relationship and Health Education programme aims to equip our pupils with skills to prepare students for an adult life in which they can

- develop healthy, nurturing relationships of all kinds and recognise the characteristics of healthy and unhealthy relationships
- treat others with kindness, honesty, respect, equality, care and compassion
- understand the concept of privacy, personal boundaries and age-appropriate concepts of consent
- recognise positive and negative relationships both online and offline.
- understand that families take different forms and show sensitivity and respect towards the families of others
- recognise unacceptable behaviours in relationships, unwanted touch and abuse, know their body belongs to them and know and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- challenge harmful stereotypes and understand the importance of equality and respect
- understand physical and emotional changes, including puberty and menstruation
- make positive, informed and safe choices concerning relationships and healthy lifestyles.
- develop age-appropriate knowledge and skills for online safety

4. Faith, Equality, Diversity and Inclusion

As a Church of England school, our approach to Relationships and Health Education is rooted in our Christian vision and values. We believe that every child is unique, valued and deserving of dignity and respect. Through RHE, we encourage children to develop healthy relationships based on love, kindness, trust, honesty and respect for others.

The vast majority of our pupils are Muslim, and we recognise the important part that faith plays in the lives of our children and families. Christianity and Islam share many values around family life, caring for others, compassion, responsibility and respect. We also recognise that there are areas where religions, cultures and individual families may hold different beliefs. These will always be approached sensitively and respectfully.

Our teaching will be inclusive and will help children to understand and respect the diversity of the world around them. Teachers will ensure that the content, approach and language used reflect the diversity of our school community so that all pupils feel valued and included. Children will learn that families and relationships can be different and that everyone should be treated with kindness and respect. We will challenge discrimination, prejudice and harmful stereotypes in an age-appropriate way.

We are committed to meeting our duties under the **Equality Act 2010** and to ensuring that RHE is accessible to all pupils. Teaching will be adapted where appropriate for children with SEND, while making sure that all children receive the important knowledge they need to develop healthy relationships and keep themselves safe.

We will respect the faith and cultural backgrounds of our families while ensuring that every child receives their statutory entitlement to Relationships and Health Education and the knowledge they need to be safe, healthy and prepared for life beyond school.

5 Curriculum organisation and delivery

RHE is taught as part of our wider PSHE curriculum and is supported by learning across the curriculum, including Science, Computing and Religious Education. Some aspects of RHE are taught throughout the year, while specific age-related lessons are taught at planned points so that parents and carers are informed and can support their child at home.

Lessons use a range of approaches, including discussion, scenarios, role-plays, small group work or whole class teaching. Ground rules are established so that pupils can join in safely and respectfully.

RHE is usually taught by class teachers in mixed-gender groups. However, some lessons, including **body changes and menstruation in Year 4, puberty in Year 5 and FGM in Year 6**, may be taught in single-gender groups. This helps children to feel comfortable asking questions and discussing sensitive topics. **All children receive the same key information and are taught all of the required learning.**

Teaching is age-appropriate and builds on children's knowledge and understanding as they move through school. Teachers take account of the needs of their pupils, including children with SEND and those learning English as an additional language, and adapt teaching and resources where appropriate.

In Years 1–3, the term **“private parts”** will be used, in line with the NSPCC *Talk PANTS* approach. Alongside this, pupils will be introduced to the correct anatomical names for body parts in an age-appropriate and sensitive way.

From Year 4 onwards, pupils will be taught and encouraged to use accurate anatomical terminology for intimate body parts, consistent with the language used by healthcare professionals, such as GPs and nurses.

Staff use appropriate, quality-assured resources from the Imatters scheme (Manchester Healthy Schools). All staff involved in teaching RHE will receive appropriate training and support. Staff will be kept up to date with relevant developments, including links with safeguarding, inclusion, equality, child protection and anti-bullying. New staff will meet with Mrs Tighe, RHE Lead, to become familiar with the policy, curriculum and delivery of RHE at Cheetham. Further training may be provided through staff meetings, INSET days and external organisations such as Manchester Healthy Schools, where appropriate. Staff feedback will also be gathered where needed to support the ongoing development of RHE.

EYFS children (Nursery and Reception)

Where relevant to the PSHE curriculum, the children in EYFS (Nursery and Reception) discuss family units, which may look the same or may look different to their own. This may also link to their learning topics such as '*All about me*'.

National Curriculum Science

Key Stage 1

- Animals, including humans, move, feed, grow, use their sense and reproduce
- That humans can produce offspring and these grow into adults
- Children should recognise similarities

Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
 - Children should recognise and name the main intimate parts of the human body
 - About the main stages of the human life cycle, including puberty.

6. Safe Practice, Safeguarding and Confidentiality

RHE will be taught in a safe, respectful and supportive environment where children feel able to ask questions and share their views. At the beginning of lessons, teachers will establish clear ground rules about respectful discussion, appropriate language and listening to others.

Children will be given opportunities to ask questions, including anonymously through an **Ask-It Basket** where appropriate. Teachers will answer questions honestly and, in an age-appropriate way. If a question is not appropriate for a whole-class discussion, the teacher will respond sensitively and may speak to the child separately.

Children will be reminded that staff cannot promise complete confidentiality. If a child says something which raises a safeguarding concern, this will be dealt with in line with the school's safeguarding procedures and reported to the Designated Safeguarding Lead (DSL) where appropriate.

Staff are aware that RHE may lead to disclosures relating to abuse, exploitation, FGM, forced marriage or other safeguarding concerns. Any concerns or disclosures will be responded to in accordance with the school's Child Protection and Safeguarding Policy.

7. Parents, carers and consultation

We recognise that parents and carers are their child's first educators and have an important role in supporting learning about relationships and health. We are committed to working openly and positively with our families.

Our RHE policy has been developed over time in consultation with parents and our working party, and parents were consulted again as part of this 2026 review. The main changes reflect the updated statutory guidance and curriculum requirements for 2026; our established approach to working with children and families remains the same.

Parents and carers receive annual curriculum information about RHE and are welcome to view resources or discuss any questions or concerns with school staff. We encourage an open-door approach and will always work respectfully with families, taking account of the faith and cultural backgrounds of our school community.

Towards the end of the Spring term/beginning of the Summer term, parents and carers receive more detailed information about the Growing Up and Staying Well units. These include topics such as body changes, menstruation and puberty, which some children may find more difficult to talk about. Sharing this information in advance gives families the opportunity to talk to their children at home and helps children feel prepared for their learning. Mrs Tighe, RHE Lead, will also share a video overview explaining what each year group will be learning before the lessons take place.

Before this policy is reviewed, we will conduct a parent survey to gather parents' views and help inform the review of our RHE policy and curriculum.

8. Sex Education and the Right to Withdraw

At Cheetham CE Community Academy, we do not currently teach sex education beyond the statutory requirements of Relationships Education, Health Education and the National Curriculum for Science.

Parents and carers do not have the right to withdraw their child from statutory Relationships Education or Health Education, or from the relevant parts of the Science curriculum.

If the school decides in the future to provide any additional sex education that goes beyond the statutory curriculum, parents and carers will be consulted and informed of their right to request that their child is withdrawn from those lessons.

9. Catch up sessions

A pupil who misses essential RHE learning will be given an appropriate opportunity to catch up, particularly where the content relates to body safety, puberty, menstruation, FGM, forced marriage or other safeguarding matters. Catch-up teaching will normally take place in an appropriate small group rather than as an isolated one-to-one session, unless an individual arrangement is required for safeguarding, SEND or another professional reason.

10. External Visitors and Resources

At times, we may invite visitors or outside agencies into school to support our RHE teaching. We will only use visitors where we feel they will add something useful to the children's learning.

Any visitor will be made aware of our school values, this policy and our safeguarding procedures. A member of school staff will always be present during the session and will remain responsible for the children and their learning.

Resources used to teach RHE will be age-appropriate and suitable for our children and school community. Staff will check resources before they are used, particularly when teaching sensitive topics. Parents and carers will be given the opportunity to see resources used for specific RHE lessons if requested.

The school remains responsible for what is taught in RHE, whether a lesson is delivered by a member of staff or supported by an outside visitor.

11. Menstruation and Period Support

At Cheetham, we recognise that some pupils may begin menstruating while they are still at primary school, sometimes from Year 4. We want all children to feel prepared, supported and comfortable talking to a trusted adult if they need help.

Menstruation is taught sensitively as part of our RHE curriculum so that pupils understand the changes that happen as they grow. We also work with parents and carers so that they are aware of what is being taught and can support conversations at home.

Period products are available **free of charge** in school for any pupil who needs them. Pupils can speak to any member of staff they feel comfortable with, and products are available discreetly within school. Families can also contact the school office if they need period products to use at home.

Appropriate sanitary bins are provided in the junior girls' toilets. We aim to make sure that no child feels embarrassed, worried or unable to take part fully in school because they are menstruating or do not have access to the products they need.

12. Assessment and monitoring

Teachers will assess pupils' understanding through their responses in lessons, discussions and completed work. Assessment in RHE is used to identify what pupils have understood and where further teaching or support may be needed.

The **RHE Lead** will monitor the delivery of the curriculum through discussions with staff, lesson visits, work scrutiny and pupil voice where appropriate. This will help us to ensure that RHE is being taught consistently and that the curriculum continues to meet the needs of our pupils.

Pupil views are important to us and will be used to help us understand how children experience RHE and how our provision can continue to develop.

13. Roles and responsibilities

Role	Responsibility
Governing Body	Approve and review the policy; provide strategic oversight of statutory compliance.
Principal - Mrs Bruno	Ensure the policy is implemented consistently and appropriately resourced.
RHE Lead - Mrs Tighe	Coordinate curriculum planning, staff briefing/training, resources, monitoring, parent engagement and review.
PSHE Lead - Mrs Isaac	Support curriculum coherence between RHE and wider PSHE provision.
SENCO - Mrs Zaman	Advise on accessibility, reasonable adjustments and individual SEND needs.
Designated Safeguarding Lead - Mrs Wildgoose	Respond to safeguarding concerns and ensure RHE practice aligns with safeguarding procedures.
Youth Mental Health First Aiders - Mrs Zaman, Mrs Borso and Mr McKernan	Respond to concerns or worries that children bring up and support alongside the teacher if necessary.

Teaching staff	Deliver planned content sensitively and accurately; establish safe ground rules; assess learning; respond appropriately to questions and safeguarding concerns.
Pupils	Engage respectfully with learning and with the views, privacy and dignity of others.

14. Related policies and guidance

- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education - statutory guidance (revised guidance effective 1 September 2026)
- National Curriculum for science
- Safeguarding / Child Protection Policy
- PSHE Policy
- Equality Policy
- SEND Policy and SEND Code of Practice
- Anti-bullying Policy
- Behaviour Policy
- Online Safety Policy
- Health and Safety Policy
- Confidentiality Policy

15. Review

This policy will be reviewed **annually**, or sooner if there are changes to statutory guidance, legislation, safeguarding requirements or our school curriculum.

The policy will next be reviewed in **July 2027**, following the implementation and review of our updated RHE curriculum during the 2026–27 academic year. We will take account of feedback from pupils, parents, carers and staff as part of this review.

Any significant changes to the policy will be approved by the Governing Body.

APPENDIX 1: Curriculum Overview (content to be reviewed by Healthy School in Spring 2027)

Year 1

- Lesson 1) Who are the special people in my life? (all families)
- Lesson 2) What are the differences and similarities between people?
- Lesson 3) What are the parts of our body, what is private? (body parts)

Year 2

- Lesson 1) What is private? (body parts) The PANTS rule
- Lesson 2) What happens when the body grows young to old?
- Lesson 3) What is fair, unfair, kind and unkind? (friendship)

Year 3

- Lesson 1) What is personal space? (unwanted touch)
- Lesson 2) What does a healthy relationship look like? (friendship)
- Lesson 3) Why is being equal important in relationships? (trust)

Year 4

- Lesson 1) What is diversity? (inc. LGBT+)
- Lesson 2) Do boys and girls have different roles? (sport/jobs/toys)
- Lesson 3) What changes happen to my body? (including menstruation)

Year 5

- Lesson 1) What is puberty?
- Lesson 2) What are the different relationships in my life?
- Lesson 3) What is unwanted touch?

Year 6

- Lesson 1) What is FGM?
- Lesson 2) What changes happen in my life?
- Lesson 3) What happens in a partnership (incl. marriage)? What is forced marriage and how does this differ to an arranged marriage?

APPENDIX 2- Commonly asked questions:

Will my child be taught sex education at primary school?

At Cheetham CE Community Academy, we do not currently teach sex education beyond the statutory requirements of Relationships Education, Health Education and the National Curriculum for Science. Our RHE curriculum gives children the age-appropriate knowledge they need to understand healthy relationships, growing and changing, and how to keep themselves safe. Primary sex education remains non-statutory.

Does RHE take account of our faith?

Yes. Faith is an important part of our school and our community. As a Church of England school, our approach is rooted in our Christian vision and values, while we also recognise and respect that the vast majority of our pupils are Muslim.

We will always approach RHE sensitively and with respect for the faith and cultural backgrounds of our families. Parents and carers also have an important role in helping children understand their own family values and beliefs. The statutory guidance requires schools to take pupils' religious backgrounds into account when planning and teaching RHE.

Will my child learn about different families, including LGBTQ families?

Children learn that families can be different and that everyone should be treated with kindness and respect. This may include learning that some children have same-sex parents or other family arrangements.

RHE does not promote a particular type of relationship or family. It helps children understand the world around them, develop healthy relationships and respect people who may be different from themselves.

Can I withdraw my child from RHE lessons?

Parents and carers cannot withdraw their child from statutory Relationships Education or Health Education, or from content taught as part of the National Curriculum for Science.

Cheetham does not currently teach additional sex education beyond these statutory requirements. If this changes in the future, parents and carers will be consulted and informed of their right to withdraw their child from any additional sex education.

How will I know what my child is being taught?

Parents and carers receive annual curriculum information about RHE. Before our **Growing Up and Staying Well** units are taught, we provide more detailed information about the learning for each year group. Parents are welcome to view resources and speak to school staff if they have any questions or concerns.