



Relationships and Health Education (RHE) /PSHE Policy St Giles CE Primary School

****DRAFT FOR CONSULTATION PERIOD ONLY**
4.2.26-25.6.26**

Staff Consultation: 4.2.26- 13.2.26

Governor Consultation: 5.3.26-25.3.26

Parental Consultation 6.3.26-27.3.26

**Parent /Governor PSHE Information/Consultation Meeting - 2pm - 3pm on Tuesday 17th March.
Following a period of consultation – the policy will be presented at Full Governors on 25.6.26**



Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect

Rationale and ethos:

As part of the statutory requirements for Relationships Education, all primary schools must have in place a written policy for Relationships Education (& Sex Education if this is taught). Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy covers our school's approach to Relationships and Health Education (RHE), fully meeting the DfE's updated Statutory RSHE Guidance published in July 2025, for implantation from September 2026. It has been reviewed and updated in line with our Christian values and beliefs, and (UNCRC) in full consultation with staff, governors and parents.

RHE is taught as part of our school's Personal, Social, Health & Economic (PSHE) education programme. We do not currently teach additional sex education content outside of that required within National Curriculum Science. This means that all learning provided within RHE is statutory, and therefore no parental right of withdrawal applies to our PSHE/RHE programme. Please see the 'Engaging stakeholders' section of this policy for further information.

We view the partnership of home and school as vital in supporting and extending children's understanding of relationships and health education and have ensured all parents are fully aware of our teaching and learning aims through consultation and access to the policy and associated resources where required.

As an inclusive Christian school, the School values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations.

Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom. We want our curriculum to:

- Promote the spiritual, moral, cultural, mental and physical development of the pupils.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Know that RHE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities. It takes place in many contexts: at home, at school and in the community.

We ensure RHE is fully inclusive and fully meets the needs of all our pupils including:

- Those with special educational needs and disabilities (SEND) by ensuring planned learning closely matches the needs of individual children.
- Fostering gender equality and LGBT+ and equality by celebrating diversity within the school community and beyond, recognising every person should be respected and valued for who they are, addressing all forms of discrimination that may arise through questioning or discussion.

What is Relationships Education?

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary school, children will learn skills for managing

difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

It begins with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Children will 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.

Relationships Education should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This should 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.

When teaching relationships content, online safety and appropriate behaviour online should be addressed in a way that is relevant to pupils' lives. Content should be taught on how information and data is shared and used in all contexts, including online; for example, sharing pictures. Pupils should know how to report concerns and seek advice.

What is Health Education?

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

Health education in primary school starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. Children will be the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Health Education teaches children about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, children should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

In 1989, governments across the world adopted the United Nations Convention on the Rights of the Child (UNCRC), recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The Convention sets out the civil, political, economic, social and cultural rights that everyone under 18 is entitled to. It says what countries must do to ensure that all children can enjoy their rights, regardless of whom they are, or where they are from. The UN General Assembly adopted the Convention in 1989 and it was ratified by the UK in 1991. It is the most widely adopted international human rights treaty.

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

The intended outcomes of our RHE programme are:

Intent

Our intention is that when children leave St Giles', they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our RHE/PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Health Education programme enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

ADD IN UPDATED PSHE ASSOCIATION POS REFERENCES HERE WHEN AVAILABLE

Implementation - Curriculum Design

Our RHE is an integral part of our whole school PSHE education provision and will primarily be taught during PSHE lessons. We allocate a lesson a week to PSHE education as well as covering RHE-related themes during Worship, Science and other lessons as appropriate.

The RHE/PSHE curriculum will cover three main themes:

- Relationships
- Health and Wellbeing
- Living in the Wider World

The programme takes a thematic approach to primary PSHE education, covering all three core themes (Relationships; Health and Wellbeing; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year.

At key stage 1, the resource provides lessons on concepts such as: growing up, healthy lifestyles, medicines and identifying special people.

At key stage 2, lessons look at friendships, healthy relationships and puberty – both the physical and emotional changes that occur at this stage.

Long Term Overview

In our school, we closely follow the Programme of Study provided by the PSHE Association, who are

the national subject body for PSHE, with minor adjustments made to provision to ensure that we provide a bespoke programme to best meet the needs of our pupils and the ethos of our school.

ADD IN UPDATED SCHOOL OWN LTP VERSION BASED ON POS FROM PSHE ASSOCIATION WHEN THE NEW POS IS PUBLISHED BY PSHE ASSOCIATION

Our agreed RHE/PSHE programme is inclusive of all aspects of the updated DfE statutory requirements (2025) for primary schools, which cover the following topics:

Relationships Education

- *Families and people who care for me*
- *Caring Friendships*
- *Respectful, Kind Relationships*
- *Online Safety & Awareness*
- *Being Safe*

Health Education (health & wellbeing)

- *General Wellbeing*
- *Wellbeing Online*
- *Physical Health and Fitness*
- *Healthy Eating*
- *Drugs, Alcohol, Tobacco and Vaping*
- *Health Protection and Prevention*
- *Basic First Aid*
- *Developing Bodies*

The current statutory guidance from the DfE can be found here: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Our RHE/PSHE programme is fully inclusive of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. All learning in RHE/PSHE will be differentiated to meet the learning needs and understanding of the pupils with carefully selected resources to support the delivery of the planned scheme of work.

Medium Term Overview/Programme of Study

The Medium Term document will be used as the core minimum entitlement, supplemented by PSHE learning resources provided via the '1decision' multimedia online PSHE programme, along with other resources which have been carefully produced to meet the needs of all pupils such as those suggested by the PSHE Association.

The Medium-Term Overview closely follows the Programme of Study set out by the PSHE Association and meets the Statutory DfE teaching requirements for RHE in primary schools. Relevant and complementary RHE knowledge and understanding will be embedded within other curriculum subjects including Science, History, English, PE and Worship where appropriate.

Assessment

Teachers assess the children's work in PSHE by making both informal judgements, as they observe them during lessons, and through more formal assessment of work gauged against the specific learning objectives set out in long/medium term plans. Assessment methods used in PSHE/RHE include:

- Baseline assessment activities to establish prior knowledge, for example mind maps, discussions, graffiti wall, responding to a scenario, picture or video clip, etc.

- End-point/summative assessment to establish progress, for example repeating baseline assessment activities or additional, presentations, etc.

Assessment information is used by teachers to help monitor pupil progress and support planning review, curriculum design and adaptations to the PSHE curriculum.

Impact

By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive self esteem

Roles and Responsibility

The PSHEW/RHE programme will be led by the subject lead who will be responsible for the monitoring and evaluation of the subject, including ensuring plans are delivered in line with this policy and the school's long-term plan. PSHE/RHE will be taught by class teachers, supported by teaching assistants and carefully selected outside visitors where applicable. Teachers are responsible for ensuring that lessons are delivered in line with this school policy and planning document, and for raising any queries or concerns with the subject lead, including and training needs to support effective delivery.

A working party will be made up of teachers, parents and governors as part of the Curriculum Committee to support feedback into the school curriculum.

Teaching staff will receive regular RHE training to ensure they have the knowledge and understanding to deliver the curriculum. This will be provided through the PSHE Association and Russell Stanley (PSHE consultant/advisor)

Legislation

We are required to teach Relationships and Health Education (RHE) as part of the PSHE Curriculum in -line with Department for Education statutory guidance (2025).

The statutory guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE can be viewed here:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Legislation and guidance documents that inform our school's RHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2025)
- Children and Social Work Act – Sections 34 and 35 (2017)

Links to other policies (check titles of policies match school titles)

This RHE policy reflects how we deliver this topic in our school, as part of a whole-school approach to the subject. The following school policies also have links to our RHE/PSHE provision across school in developing positive, safe and healthy pupil attitudes and behaviours.

- Safeguarding policy
- On line safety policy
- Anti-bullying policy
- Equality policy
- SEND policy
- SMSC/Fundamental British Values statement
- Behaviour policy
- Science policy
- Teaching & Learning policy

Safe and Effective Delivery

Creating a safe learning environment is a vital part of allowing students to access PSHE/RHE lessons where sensitive and complex issues can be explored and discussed. Our school intends to help young people develop confidence in talking, listening and thinking about relationships in a safe and secure way and a number of teaching strategies help this, including:

- establishing ground rules with pupils on boundaries in lessons
- using 'distancing' techniques and strategies
- understanding how to discuss sensitive topics, questions or comments from pupils
- use of age-appropriate materials
- encouraging reflection and discussion

Ground Rules

RHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RHE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language;
- The asking and answering of personal questions;
- Strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in Relationships and Health Education (RHE)/PSHE education as children will naturally share information and ask questions. During both formal and informal PSHE/RHE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered factually according to the age and maturity of the pupil concerned. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RHE.

As a first principle we will answer questions relating to the planned curriculum taught for that age group to the whole class. If applicable, we will answer questions relating to areas beyond the planned curriculum taught for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question and only if the teacher delivering the session deems it appropriate to answer.

If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they may seek guidance from the relevant subject lead (PSHE/Science etc.) The school believes that individual teachers must use their professional skill and judgement in this area and refer to the Child Protection Lead if they are concerned with any questions being asked. Where a question or comment from a pupil in the classroom indicates the possibility of a safeguarding concern, teachers will pass this information to the designated person for child protection in line with school policy.

If appropriate, staff may note or record any questions asked by pupils (anonymously) in order to support signposting or any follow-up discussions needed with other school staff or parents/carers.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

When answering questions, teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class;
- clarify that personal questions should not be asked;
- clarify that pupils should not give out personal information in class but speak to a trusted adult after the lesson, e.g., teacher, pastoral staff, parent/carer.

Considerations for teachers when dealing with questions:

- Is it a question that demonstrates the child/young person's response to something they do not understand?
- Is it a question that suggests the child/young person has some knowledge of the issue and is seeking clarification?
- Is it a question that suggests the child/young person knows the answer but wants affirmation?
- Is it a question that can be answered of interest to the whole class or does it require an individual response later?
- Is it a question that suggests the child/young person has inappropriate knowledge/beliefs (a personal disclosure that may need following up) e.g. racist, sexual, homophobic, criminal?
- Is it a question that is personal, designed to embarrass the teacher, make the class laugh?
- Is it a question that is intended to illicit personal information from the teacher? (In which case remind the child/young person of the ground rule 'not to ask personal questions' and move the learning on.)

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn. At St Giles, we do not deliver additional sex education content.

If a pupil asks about sex education topics which are **not covered** in our primary RHE/PSHE programme, teachers will redirect the conversation to the subjects being covered, remind pupils about our ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

In responding, they will use a neutral script such as:

“That’s a thoughtful question. It’s not part of our learning today, so we’re not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson”

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they will always follow school safeguarding procedures.

Distancing Techniques:

In order to protect children’s privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience.

A wide variety of teaching and learning approaches are used to sensitively and effectively teach PSHE education, including RHE, to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment.

These may include:

- film-clips
- scenarios
- stories, pictures, imagery
- reflection and discussions i.e. whole class, small groups, paired etc.
- drama / role play
- problem solving
- working alone, in pairs or larger groups
- use of anonymous question boxes

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RHE. It is our intention that all pupils have the opportunity to experience a programme of RHE at a level which is appropriate for their age and cognitive development, with differentiated provision if required. We operate a fully inclusive ethos in our school. Lesson plans and content will be adapted by the subject leader/teachers where necessary to ensure all pupils can access RSE learning.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the RHE curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will encourage respect and discourage abuse, prejudice and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disabilities, we will review our RHE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. PSHE/RHE provides an excellent opportunity to discharge these duties in a safe and appropriate environment.

Safeguarding

Teachers are aware that effective RHE, 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.

Via the ground rules that are put in place as part of creating a safe learning environment for pupils and teachers in PSHE & RSE lessons, pupils are reminded that no personal questions or sensitive information should be shared in an open classroom environment, but that if needed they can always talk to a member of staff or other trusted adults if they have any questions, worries or concerns. If a child protection arises through discussion or through follow-up conversation, this will be reported in line with the school's Safeguarding and Child Protection Policy.

All visitors and external agencies which support the delivery of RHE will be required to have read our Safeguarding Policy and abide by it. Only Health Professionals or accredited agencies will be invited into school to contribute to RHE lessons. We recognise that because effective RHE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

We believe that RHE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the RHE programme.
- Visitors will be reminded that, whilst contributing to RHE in a classroom setting, they must adhere to this policy and the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Engaging stakeholders (including parental right of withdrawal)

At St Giles, we are committed to working closely with parents to ensure that we create the best possible RHE curriculum for our pupils, whilst also supporting parents in the conversations they might have with their children around such topics. We aim to build a 'partnership approach' with parents towards RHE provision where transparency and respectful understanding is the basis for all discussions. Parents are welcome to contact school to view our resources and discuss any questions or concerns with the Headteacher or subject lead.

Parents will be informed about the policy and our school's PSHE programme through a variety of ways:

- Informing parents and carers by phase curriculum letter or leaflet of relevant forthcoming RHE topics;
 - Inviting parents to learn more about resources and activities used in RHE;
 - Gathering parents' views on the RHE Policy and taking these into account when it is being reviewed;
 - Informing parents and carers about the RHE programme as their child joins the school through the school brochure/prospectus and via the school newsletter when appropriate;
 - Providing supportive information about parents' role in RHE;
 - Sharing RHE materials with parents upon request, via a meeting with the subject lead and/or SLT
 - Inviting parents to discuss their views and concerns about RHE on an informal basis, as necessary.
- Parents and carers will be given access to this Policy on request. The policy will be available on the School Website.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our Family Support Manager (Mrs. Leonowicz). We will notify parents when Relationships Education topics will be taught, via school newsletters.

From September 2020, DfE statutory guidance means that all children must be taught Relationships Education and Health Education as part of the school curriculum. These are statutory requirements which the DfE mandates schools deliver; there is no parental right of withdrawal from either of these subjects, which we deliver as part of our school's PSHE education. We do not currently teach any non-statutory Sex Education content outside of what is required in the statutory in the Science National Curriculum.

As per DfE requirements, schools should show parents a representative sample of the resources that

they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we will provide samples of materials during any parent consultation or information events held in school, as necessary. We ask any parents who wish to see any further RHE/PSHE teaching materials to contact the school to make an appointment to attend a meeting where the Headteacher and/or subject lead will be able to share information and resources and discuss any specific topics, issues or concerns with parents. This approach allows for open and clear discussion and builds understanding of the context of our RHE/PSHE provision across school.

Monitoring, reporting and evaluation

Our aim is to provide RHE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review our RHE/PSHE curriculum to evaluate its effectiveness.

Teachers will critically reflect on their work in delivering RHE through the school's Self-Evaluation Process. Pupils will have the opportunity to review and reflect on their learning during lessons and through planned assessment opportunities.

The subject lead for PSHE/RHE will be responsible for monitoring and evaluating the subject to ensure that content of the programme is effective and impactful.

The subject lead will report to the Headteacher/Governors and make information available as requested.

We will regularly monitor and evaluate the effectiveness of our provision. This may be done by:

- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Student voice activities
- Staff feedback
- Surveys
- Considering local or school level sources of data e.g. behaviour, health, safeguarding etc.

Teachers are expected to reflect on their delivery of RHE so that they can feedback appropriate information to the subject lead in order to support development of the subject within school

RHE Policy Review:

This policy will be reviewed by **ADD IN NEW DATE ONCE THIS POLICY IS FINALISED**

Primarily, with the introduction of the new statutory framework for RHE, the policy will be reviewed yearly, or as necessary and when any statutory guidance changes. This will ensure it continues to meet the needs of pupils, staff and parents and that it is in line with Department for Education advice and guidance.

Governors will be informed of the RHE policy through the Curriculum Committee and approve the final policy, after appropriate consultation as required by the DfE within the statutory RSHE guidance document.

Pupil voice will also be used to review and tailor our RHE policy/ programme to match the different needs of the pupils

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

DRAFT