



The LETTA Trust

Relationships and Health Education Policy

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Reviewed by:	Trust Board	Signed:	

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1. Aims

The LETTA Trust is committed to safeguarding and to promoting the health and wellbeing of pupils in our schools. We do this in many different ways, including by teaching Relationships and Health Education.

We want our pupils to learn how to get along well with other people, how to look after their bodies and their minds and how to keep themselves safe by making good choices.

In Relationships and Health Education we teach factually accurate information so pupils can make informed decisions about how to keep themselves safe. This includes understanding the changes to their body as they grow and develop and how to behave in a mature and responsible way.

2. Statutory requirements

This policy meets the updated statutory requirements of the [Department of Education July 2025](#) and complies with the relevant provisions of the Equality Act 2010. It is published on the school website.

As primary academy schools, LETTA Trust schools must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RHE, we are required by our funding agreements to have regard to RHE guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Roles and responsibilities

Parents

- Speak to your child's class teacher or a member of the leadership team if you have any questions about the RHE policy, curriculum or resources
- Give your views on the RHE policy and curriculum
- Arrange to meet with a senior leader if you would like to discuss withdrawing your child from non-statutory lessons

Staff

- Participate in training on delivering RHE content
- Ensure that all pupils, including pupils with SEND, can access the curriculum in an age-appropriate and culturally sensitive way
- Provide information to parents on the curriculum content and resources used in your class

Headteacher

- Make sure the RHE policy is implemented across the school
- Ensure the school is fulfilling its statutory duties in regard to the teaching of RHE
- Ensure that parents have access to information about the teaching of RHE, including the curriculum, resources and the right to withdraw their child from non-statutory lessons

Local Governing Board

- In conjunction with the Headteacher and senior leaders, monitor the implementation of the RHE policy and the delivery of the curriculum in the school

Trustees

- Approve changes to the RHE policy
- Ensure that all LETTA schools are fulfilling their legal obligations in relation to the teaching of RHE

4. Equality statement

The LETTA Trust is committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against the Protected Characteristics in the Equality Act. It also includes tackling any form of discrimination including racism, disability discrimination, homophobia and gender stereotypes.

5. Protecting children from abuse

In KS1 we teach pupils the scientific names of all the body parts in year two. This is an important safeguarding precaution. It enables pupils to accurately report abuse if it happens or accurately report medical symptoms if they are unwell. The more children are able to name the body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Pupils are also taught about stable, caring, healthy family life and friendships and how to recognise if relationships are making them unhappy or unsafe. Lessons cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from trusted adults.

6. Curriculum overview

To help you understand exactly what your child will learn and where you have choices, we clearly divide our curriculum into:

- Relationships Education (statutory)
- Sex Education (optional)

Relationships education - statutory

- Families And People Who Care For Me
- Caring Relationships
- Respectful Relationships
- Online Relationships
- Being Safe

Health education - statutory

- Mental Wellbeing
- Internet and Safety Harms
- Physical Health and Fitness
- Physical Personal Safety
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Science national curriculum - statutory

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2:

Year 5

- describe the changes as humans develop to old age

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sex education - non statutory

- The Department for Education recommends that pupils are taught about how an egg is fertilised and babies are born (DfE recommend in year six)

7. Delivery of RHE lessons

LETTA Trust schools use the Jigsaw PSHE: Health & Well-being teaching resources for England, Scotland and Wales www.jigsawpshe.com and PSHE association.

This scheme of work covers Nursery to Year 6. In response to feedback from parents, some parts of the scheme have been adapted. We use diagrams of body parts and **not** pictures, photos or videos when teaching.

Parents are welcome to look through the resources and lesson plans before the start of RHE lessons.

Class teachers are responsible for teaching RHE. LETTA schools do not use external visitors to help deliver lessons.

We teach boys and girls separately for RHE in years five and six. The lessons are taught by a teacher of the same gender.

If a pupil asks questions about sex education topics outside of our curriculum, or from which they have been withdrawn, teachers will handle the question sensitively. To support the child, teachers will advise them to speak to their parents.

8. Parental right to withdraw their children from lessons

Parents have the right to withdraw their child from the lesson in year six about how an egg is fertilised and babies are born. Parents wishing to do this may do so by making an appointment to meet with a senior leader to discuss the matter.

There is no parental right to withdraw from Relationships Education, Health Education or any National Curriculum subject as these are statutory parts of the curriculum.

9. Monitoring and evaluation

The quality of teaching in RHE is monitored in the same way as other subjects, through Health Checks carried out by leaders.

Pupils' knowledge and understanding are assessed during lessons using questioning and quizzes.

The policy will be reviewed by the Trust Board every 3 years or earlier if statutory changes occur.

10. Links with other policies

- Child protection and safeguarding policy
- Online safety policy
- Behaviour and anti-bullying policy
- PSHE policy
- Inclusion policy
- Equality objectives

RHE Curriculum Objectives

RELATIONSHIPS EDUCATION - THIS CONTENT IS STATUTORY

By the end of primary school, pupils should know:

Families and people who care for me

- 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 and civil partnerships¹ represent 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

The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families. We teach about LGBT relationships in the context of different types of families in year three. In this way children from same sex families feel welcomed and included in school from the very beginning of their school career. It is also important in terms of tackling homophobic behaviour and bullying and promoting equality, as outlined in the Equality Act.

*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

- 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

¹ A civil partnership is a legally registered relationship between two people, which provides legal recognition of their union, equivalent to marriage

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict and that resorting to violence is never right
- that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it

Respectful relationships

- 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 and skills they can develop 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, Pupils should have opportunities to think about how they nurture their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
- 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
- the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
- how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated
- how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration
- to have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs
- how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
- opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models
- the objective, biological facts about the human body and how it grows, maintaining strict neutrality to ensure all teaching is purely fact-based while treating every child with equal kindness and respect

Online relationships

- 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. This includes the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
- 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
- that Social media platforms have a minimum age requirement for users (age 13 from September 26 until Spring 27, age 16 from Spring 27 onwards) which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults
- about online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
- that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
- the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc
- 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 abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so
- where to get advice e.g. family, school and/or other sources
- 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

- Pupils should be able to recognise emotional, physical and sexual abuse

PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION) - THIS CONTENT IS STATUTORY

By the end of primary school pupils should know:

General 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 that 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
- that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently

Internet safety and harms

- 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

- 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.

Physical Personal Safety

- about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks
- how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

Healthy eating

- 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

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

Health and prevention

- 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

- 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.

Developing bodies

- 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 physical and emotional changes. Whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress

Teaching about puberty happens before puberty occurs in year five so that children are prepared for the physical and emotional changes when they happen. If girls in year four start their periods, we will offer a non-statutory session on puberty to girls in this year group.

SCIENCE - THIS CONTENT IS STATUTORY

Key Stage 1

- identify, name, draw and label the *basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

Year 5

- describe the changes as humans develop to old age (including puberty)

Year 6

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

*The national curriculum for science includes teaching about the main external parts of the body. The following words are taught in year two:

- Penis, testicles and scrotum

- Vagina and vulva
- Breast and nipples
- Bottom and anus

SEX EDUCATION – THIS CONTENT IS RECOMMENDED FOR YEAR 6 BY THE DFE AND IS NON STATUTORY (OPTIONAL)

- How an egg is fertilised and babies are born is taught in year six