



THE BISHOPSWOOD SCHOOLS FEDERATION

Relationships and Health Education (RHE) Policy

Introduction

Relationships Education and Health Education (RHE) is a statutory part of the primary curriculum and plays a vital role in promoting the safety, wellbeing and development of all pupils. RHE includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood.

We believe that the teaching of relationships and health education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding RHE, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. (*Relationships Education, Relationships and Sex Education (RSE) and Health Education – effective from September 2026*)

Every child is entitled to receive RHE. It is our intention that all children have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development with differentiated provision if required.

The Moral and Values Framework

RHE is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life, in all curriculum areas, not just in RHE. We aim to:

- help pupils develop sensitivity and respect for themselves and others
- provide a friendly and caring environment in which children are able to ask questions and further their understanding
- support pupils in taking responsibility for their actions and the consequences of their actions
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution

Aims of Relationships and Health Education

Taking account of the age, maturity and needs of the pupils, RHE aims to:

- provide the knowledge and information to which all pupils are entitled
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- provide the confidence to be participating members of society and to value themselves and others
- prepare pupils for puberty and encourage them to take responsibility for their own actions
- give them an understanding of reproduction and sexual development
- give them an understanding of the importance of health and hygiene
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- teach them to respect and care for their bodies
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate
- give them information on where individuals and families can get help and support

Context

We teach RHE in the context of the school's aims and values framework. Whilst RHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach RHE with the beliefs that:

- RHE should be taught in the context of loving relationships and family life
- RHE is part of a wider personal, social, spiritual and moral education process
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control

Teaching and Learning including Delivery of the Curriculum

We teach RHE discretely. However, some relationship aspects are covered through our values curriculum, and some of the biological aspects are covered in Science. Most of the RHE content is taught during the second half of the year. The curriculum for RHE at Bishopswood maps out lesson objectives for each year group where SRE is taught. These themes progress as children move through the school.

We also teach Relationships and Health Education through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with Religious Education, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Relationships and Health Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The Role of the Executive Headteacher and Governing Body

It is the responsibility of the Executive Headteacher to ensure that both staff and parents are informed about our Relationships and Health Education policy, and that the policy is implemented effectively. It is also the Executive Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Relationships and Health Education policy and on the instructions of the Executive Headteacher.

The Role of Parents

The school is well aware that the primary role in developing children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RHE policy and practice
- answer any questions that parents may have about the RHE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school

Confidentiality

Teachers conduct RHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work

or discussion with the child. If the staff member is concerned, they can refer to the Executive Headteacher who can discuss the matter with the parent, or follow other appropriate safeguarding procedures as required. All Key Stage 2 classes have an 'SRE Question box' in their classroom during the half term in which they are being taught SRE, so that they can ask questions anonymously.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some Relationships and Health Education lessons, but not statutory Science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Executive Headteacher.

Children with SEND and/or EAL

It is up to the school to make sure that the needs of all pupils are met. This may mean more explicit teaching to ensure that children with special educational needs and disabilities, or those where English is not their home language, are properly included in RHE. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEND, especially if the pupil has a very low developmental age.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Relationships and Health Education provision is meeting their needs.

Policy Reviewed – June 2026

Next Review – June 2027

Appendix One – Statutory Curriculum Content taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education *Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025*

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. 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. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships Curriculum content: 1. 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. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. 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. 4. Pupils should 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. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness Curriculum content: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. 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. 6. 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.

Being Safe Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. 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. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary health and wellbeing: content to be covered by the end of primary General wellbeing Curriculum content: 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. 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. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.

Wellbeing online Curriculum content: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative

aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.

Physical health and fitness Curriculum content: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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, tobacco and vaping Curriculum content: 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention Curriculum content: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Basic first aid Curriculum content: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies Curriculum content: 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The

correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, 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.