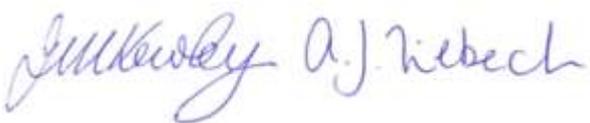




# Bledington Primary School

## Relationships and Health Education (RHE) Policy

This policy should be read in conjunction with our Safeguarding and Child Protection, Confidentiality, Equal Opportunities, Special Educational needs and Disabilities, Early Help, Behaviour, Anti-bullying and Hate, PSHE and Intimate care policies. All our policies are on the school website.

<b>Date of Ratification:</b> (original) 12.07.19 08.07.21 14.07.22 12.10.23 08.10.25	<b>Original RSE policy written</b> <b>05 .06.19</b> <b>Revised and adapted into</b> <b>RHE policy 20.12.19</b> <b>Updated 17.06.21</b> <b>03.07.22</b> <b>18.08.23</b> <b>01.09.25</b>	<b>Signed:</b> <b>COHEADTEACHERS</b>  
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### Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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## Contents

1. Developing the RHE Policy.....	3
2. What is RHE? .....	3
3. Why RHE?.....	4
4. Equal Opportunities .....	4
5. A Whole School Approach .....	5
6. Ground Rules .....	6
7. The Taught RHE Programme .....	7
8. Monitoring and Evaluation .....	9
9. Confidentiality .....	9
10. Support available to pupils.....	9
11. Policy Review and Development Plan .....	9
12. Letters to Parents .....	10

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## 1. Developing the RHE Policy

This policy was produced by the PSHE co-ordinator, the Headteacher and the GHLL advisor for Bledington Primary School, in conjunction with staff, pupils, parents and governors. The Department of Health set out its ambition for all children and young people to receive high quality relationships and sex education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. The Government's document *Keeping Children Safe in Education* (2023) gives clear guidelines on how schools should be keeping young people safe from harm and taking every opportunity to teach them about safeguarding. Gloucestershire's resource *Relationships and Sexual Education* (2019), The GHLL Pink Curriculum and the recent Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance have all been included in the development of this policy. (This guidance will be frequently reviewed from the first statutory teaching point Sept 2021)

1.1 The pupils' needs in relation to health education and local and national issues were also considered.

We are including a foreword from the Secretary of State to show the importance of this policy:

Secretary of State Foreword

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

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We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education. We agree with this principle and congratulate the many schools delivering outstanding provision to support the personal development and pastoral needs of their pupils. We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental well-being is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high-quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

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## 2. What is RHE?

The term *relationships and health education – RHE* – is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to focus also on clarifying attitudes and values, developing self-esteem and the skills to manage relationships.

The guidance suggests that RHE should have three main elements as follows:

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

### **Attitudes and values**

- Learning the importance of values and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Acknowledging different family units e.g. marriage, second marriages, fostering, step-siblings, extended families.
- Learning the value of respect, love and care.
- Recognising and challenging stereotypes.
- Promoting respectful, caring friendships and relationships.
- An ability to make choices, based on understanding differences and with absence of prejudice.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Respect, understanding and empathy towards others.

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect
- Developing empathy for others, who may have different backgrounds, cultures, sexuality, feelings and views.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

## 3. Why RHE?

The overall aim of the school is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that young people who feel good about themselves, are knowledgeable and confident about relationships, are more likely to be more

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discerning in their relationships and sexual behaviours and to have fulfilling relationships.

## **4. Equal Opportunities**

The school strongly believes that all pupils should have access to RHE that is relevant to their particular needs. To achieve this, the school's approach to RHE will take account of:

### **4.2 Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to RHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

### **4.3 Varying home backgrounds**

We recognise that our pupils may come from a variety of family situations and home backgrounds. We recognise that families, either in school or in the wider world, sometimes look different, but we respect these differences and know that children's families are characterised by love and care. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

### **4.4 Sexuality**

Our approach to RHE will include sensitive, honest and balanced consideration of sexuality and we shall actively tackle homophobic or sexist bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual. We are being positive in terms of terms of gender. Some of our pupils will go on to define themselves as gay, lesbian, bi-sexual, transgender or questioning (GLBTQ). Pupils may also have GLBTQ parents/carers, brothers or sisters, other family members and/or friends. Eventually all our pupils will meet and work with GLBTQ people.

### **4.5 Special educational needs**

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RHE needs.

## **5. A Whole School Approach**

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### **5.1 Teaching staff**

All teachers are involved in the school's RHE provision. Some RHE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to RHE and aided in their work by provision of resources, background information, and access to appropriate training and support and advice from experienced members of staff.

**5.2 Non-teaching staff** may be involved in a supportive role in some RHE lessons and also play an important, formal or informal pastoral support role with pupils. They will have access to information about the RHE programme and be supported in their pastoral role.

**5.3 Governors** have responsibilities for school policies.

They will be consulted about the RHE provision and policy. The named governor for RHE is Mrs Kieri Dainty: [kdainty@bledington.gloucs.sch.uk](mailto:kdainty@bledington.gloucs.sch.uk)

**5.4 Parents/carers** have a legal right to have information about the school's RHE provision. They do not have a right to withdraw their children from those aspects of RHE that are taught in National Curriculum Science or where RHE issues arise incidentally in other subject areas.

The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This has included information/education workshops for parents/carers run by the PHSE/RHE lead, the Headteacher and RHE Governor. Parents are welcome to view the materials the school uses in its teaching of RHE and should consult the class teacher or PSHE co-ordinator if they wish to do so.

If a parent/carer has any concerns about the RHE provision we will take time to address concerns and allay any fears. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision

There are also some ground rules which need to be established:

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## Ground Rules for RHE



*No one will be expected  
to answer a personal question*



*No one will be forced to take part in a  
discussion; everyone has the right to opt out*



*Only the correct names for  
body parts will be used*



*The meanings of words will be  
explained in a sensible and factual way*



*Everyone will listen and respect each other*



*Other people's secrets are  
not ours to share*



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**5.5 The school Parent Support Advisor** can play a key role in supporting the teacher in RHE both in terms of advice, provision of pastoral support for pupils and resources. The school will work in ongoing consultation with the PSA.

**5.6 Outside agencies and speakers** may be involved in contributing to RHE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs.

**5.7 Pupils** have an entitlement to RHE and pastoral support appropriate to their age and circumstance. They will be consulted about their RHE needs and their views will be central to developing the provision.

## **6. The Taught RHE Programme**

The taught RHE programme will be delivered annually as part of the school's approach to PSHE and Citizenship. There is also a related cross over with the taught KS1 and KS2 Science curriculum which includes reproduction and animals including humans.

### **6.1a By the end of KS1 pupils will:**

- Be able to recognise and compare the main external parts of human bodies
- Know the basic rules for keeping themselves safe and healthy
- Understand about safe places to be and safe people to be with
- Know the names of the main external parts of the body including agreed names for sexual parts
- Know why families and Carers are special for caring and sharing
- Know and understand the ways they are similar and different to others
- Know and understand that they have control over their actions and bodies
- Recognise the pressure of unwanted physical contact and know ways of resisting it

### **6.1b By the end of Key Stage 2 pupils will:**

- Be able to recognise and compare the main external parts of male and female human bodies
- Know the names of the main external parts of the body including agreed names for sexual parts
- Understand why it is important to and know how to keep themselves clean
- Be able to identify the adults they can trust and ask for help
- Be self-confident in a wide range of situations
- Recognise their own worth
- Be able to discuss moral questions

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- Recognise the pressure of unwanted physical contact and know ways of resisting it
  - Know about the physical changes that take place at puberty, why they happen and how to manage them
  - Understand that safe routines can stop the spread of viruses
  - Know how to keep themselves safe when involved in risky situations

**6.2 The main RHE programme** will be taught in PSHE lessons. In addition, certain biological aspects are taught through Science lessons. Elements of RHE will arise in other areas of the curriculum. The RHE programme is taught in a developmental manner so that issues are explored in greater depth as pupils mature. Should a teacher be absent, it would not be undertaken by a short-term supply teacher.

### **6.3 Ground rules**

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

### **6.4 Answering difficult questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately, it may be more appropriate to address them later. This school believes that individual teachers must use their skill and discretion in these situations and could refer to the PSHE Co-ordinator.

### **6.5 Dealing with questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later on an individual basis.

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- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
  - Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
  - If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher should be informed and the usual safeguarding/child protection procedures followed.

## **7. Monitoring and Evaluation**

The RHE programme and policy are regularly evaluated and reviewed by the PSHE co-ordinator. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

## **8. Confidentiality**

Teachers will conduct RHE lessons in a sensitive manner and in confidence.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Should disclosures be made to a member of staff, by a child, regarding their possible involvement in sexual activity, the school's Confidentiality and Safeguarding Policies should be referred to.

## **9. Support available to pupils**

The school takes its role in the promotion of pupil well-being seriously. Staff always endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. Where appropriate, pupils are referred to the Parent Support Advisor and/or outside helping agencies. The school will keep up to date with the development of local services and national help lines for young people and form working relationships with local agencies that are relevant to pupil needs.

## **10. Policy Review and Development Plan**

This policy will be reviewed annually and any revisions will be brought to the Governors for their approval.

# Relationships and Health Education

## RHE Letter for Whole School

Date: \_\_\_\_\_

Dear Parents,

This term we will be covering our Relationships and Sex Education (RSE) curriculum across the school. This will start week commencing \_\_\_\_\_. The school will be split into four teaching groups: Reception, Y1/2, Y3/4 and Y5/6 for these age appropriate lessons.

The majority of the teaching will focus on the building of positive safe relationships and will reinforce the work to support this. We will also cover the science topic of life cycles in RSE and changes during puberty higher up the school. All classes will also have some teaching around personal hygiene.

If you have any queries about what will be covered in these lessons, or would like to view the teacher's planning and resources, please get in touch. Next \_\_\_\_\_ after school I will hold a short meeting for parents where our RSE policy, plans and materials will be available and I can answer any questions you may have.

Kind regards,

PSHE Subject Lead

## RHE Letter for Year 3 and 4

Date: \_\_\_\_\_

Dear Parents,

As part of our Year 4 RSE scheme of work, this term we will be learning about personal hygiene, the similarities and differences in the male and female bodies and will also be exploring stereotypes.

Our aim is for the children to learn about the importance of hygiene, recognise the main external parts of the human body and recognise the physical differences between males and females. This unit of work will provide a secure foundation for their education in this area in years 5 and 6.

If you have any questions regarding any of the above areas of study, or need any more information, please do not hesitate to contact myself, or your child's class teacher.

Kind regards,

PSHE Subject Lead

## RHE Letter for Year 4 Girls

Date: \_\_\_\_\_

Dear Parents/Careers,

Every child is different and all children grow at different rates. It has come to my attention that some of our Year 4 girls are already quite mature and you may feel they would benefit from a talk about how our bodies change as we grow up.

The talk would be brief and factual and mainly deal with the procedures we have in place should your daughter start her periods whilst in Year 4 or early in Year 5.

You, as parents, are the best judges of when you feel your child is ready for this talk. For some girls this would really be too soon but for others it could be helpful at this time. If you have any questions or concerns, please do not hesitate to come and see me at any time.

The date for this talk will be \_\_\_\_\_.

Kind regards,

PSHE Subject Lead

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"GROWING UP" - YEAR 4 GIRLS

I give/do not give" permission for my daughter \_\_\_\_\_

in Class \_\_\_\_\_ to take part in the above talk

Signed \_\_\_\_\_ Parents/Career

Dated: \_\_\_\_\_

\*Please delete as necessary

## RHE Letter for Year 6

Date: \_\_\_\_\_

Dear Y6 Parents,

As part of our Y6 PSHE scheme of work we will be teaching Relationships and Sex Education (RSE) during term two. This will involve discussions about the physical and emotional changes your child may go through as they reach puberty and how relationships are portrayed in the media. We also show DVDs which talk about these changes, all the materials we use are designed for 7-11 year olds and appropriate to the age and emotional maturity of our pupils.

The children have an opportunity to ask questions either in year group, class or individual discussions and can ask questions anonymously through our problem boxes. Questions are dealt with in a frank and honest manner. You may find that your child asks you questions about some of the things they have discussed.

If you feel you would like to talk to either your child's class teacher or head of PSHE about these lessons, then please contact the school office after the half term break.

Kind regards,

PSHE Subject Lead