Bledington Primary School

Relationships and Health Education (RHE) Policy

Purpose of the Policy

At Bledington Primary School we are committed to providing a high-quality Relationships and Health Education curriculum that enables pupils to develop the knowledge, skills, attitudes and values necessary to lead safe, healthy, respectful and fulfilling lives.

This policy reflects the school's commitment to safeguarding, inclusion, equality, emotional wellbeing and personal development. It supports pupils in understanding themselves, forming positive relationships, respecting diversity and recognising how to keep themselves safe both online and offline.

Relationships and Health Education is delivered within a whole-school approach that promotes fundamental British values, equality of opportunity, respect for others and preparation for life in modern Britain

Date of Policy	***Date of ratification by Governing Body***	**Signed:** **COHEADTEACHERS**
08.08.26	***07.10.26***	 . **COCHAIRS OF GOVERNORS** *K Dainty A Hammerstein*

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.

Statutory Framework

This policy has been developed in accordance with:

- Department for Education Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Keeping Children Safe in Education (KCSIE).
- Working Together to Safeguard Children.
- Children and Social Work Act 2017.
- Equality Act 2010.
- SEND Code of Practice.
- Gloucestershire Healthy Living and Learning (GHLL) guidance.

The policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying and Hate Policy
- Online Safety Policy
- PSHE Policy
- Equality Policy
- SEND Policy
- Confidentiality Policy
- Intimate Care Policy

Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a safe, caring and inclusive environment where every pupil can thrive.

We recognise that Relationships and Health Education is an important component of safeguarding. Through the curriculum, pupils are taught to:

- recognise unsafe situations;
- understand healthy and unhealthy relationships;
- identify trusted adults;
- recognise abuse, neglect, exploitation and grooming;
- understand personal boundaries and body autonomy;

- seek help when worried or unsafe;
- stay safe online.

All staff have a responsibility to safeguard children and promote their welfare. Any concerns or disclosures arising from Relationships and Health Education lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Aims of Relationships and Health Education

The aims of Relationships and Health Education at Bledington Primary School are to help pupils:

- develop positive and respectful relationships;
- understand the importance of family and caring relationships;
- build confidence, resilience and self-esteem;
- recognise and manage emotions effectively;
- understand physical and emotional wellbeing;
- develop respect for difference and diversity;
- stay safe in both real-life and online environments;
- understand personal boundaries and consent in an age-appropriate way;
- recognise and respond to risks appropriately;
- know where and how to access help and support.

Definitions

Relationships Education and Health Education are statutory subjects in primary schools.

Relationships Education focuses on:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe.

Health Education focuses on:

- mental wellbeing;
- physical health and fitness;

- healthy eating;
- personal hygiene;
- emotional wellbeing;
- puberty and changing bodies;
- internet safety and harms.

Sex education beyond the National Curriculum for Science is not part of the primary curriculum at Bledington Primary School unless specifically determined by the school and communicated to parents.

Equality, Diversity and Inclusion

The school is committed to promoting equality, dignity and respect for all members of the community.

Teaching will reflect the protected characteristics identified within the Equality Act 2010 and will promote understanding and respect for diversity.

Pupils will learn that families may have different structures and backgrounds, including:

- single-parent families;
- blended families;
- foster families;
- adoptive families;
- families headed by grandparents or other relatives;
- families with same-sex parents.

All family structures will be discussed sensitively and appropriately, recognising that what matters most is that relationships are characterised by love, care, security and respect.

The school actively challenges prejudice, discrimination, bullying and stereotypes of any kind.

SEND and Accessibility

The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may require additional support to access the Relationships and Health Education curriculum.

Teaching will be:

- appropriately differentiated;
- accessible;

- age and developmentally appropriate;
- tailored where necessary to individual need.

Staff will work closely with parents, SEND professionals and pastoral staff to ensure that all pupils can access the learning effectively and safely.

Mental Health and Emotional Wellbeing

The school places significant importance on promoting positive mental health.

Pupils will learn:

- how to recognise and understand emotions;
- strategies for managing feelings;
- resilience and coping skills;
- the importance of healthy relationships;
- how to seek support for themselves or others;
- the benefits of sleep, exercise and a healthy lifestyle;
- ways to maintain good emotional wellbeing.

Children will be encouraged to develop confidence, independence, empathy and self-worth.

Online Safety

The school recognises the increasingly important role technology plays in children's lives.

Through Relationships and Health Education and the wider curriculum, pupils will learn:

- how to stay safe online;
- how to communicate respectfully online;
- how to protect personal information;
- what constitutes cyberbullying and how to report it;
- the risks associated with online grooming and exploitation;
- how digital content can affect wellbeing;
- how to report concerns and access support.

Online safety education will be age-appropriate and linked to the school's Online Safety Policy.

Teaching and Learning

Relationships and Health Education will be delivered primarily through the PSHE curriculum and supported through:

- Science;
- Computing;
- Religious Education;
- assemblies;
- themed events;
- visitors and external agencies where appropriate.

Lessons will:

- be age appropriate;
- be delivered sensitively;
- encourage discussion and reflection;
- promote respect and inclusion;
- support safeguarding.

Teachers will create safe learning environments in which pupils can ask questions and express views respectfully.

Ground Rules for Learning

To ensure a safe and respectful learning environment:

- everyone has the right to be listened to;
- everyone has the right to pass on a question or discussion;
- personal questions do not have to be answered;
- pupils should not share personal information about themselves or others;
- differences of opinion will be respected;
- inappropriate language will be challenged;
- safeguarding procedures will always take precedence over confidentiality.

Responding to Questions

Staff will answer questions honestly, accurately and in ways that are appropriate to pupils' age and stage of development.

Where a question:

- is overly personal;
- raises safeguarding concerns;
- is outside the planned curriculum;
- is inappropriate for a whole-class setting;

staff may respond individually at a later time or seek advice from the PSHE Lead, Headteacher or Designated Safeguarding Lead (DSL).

Anonymous question boxes may be used to support pupils in asking questions safely.

Confidentiality and Safeguarding

Whilst staff will always endeavour to respect pupils' privacy, they cannot guarantee confidentiality where a child may be at risk of harm.

If information disclosed causes concern for a child's safety or welfare, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead.

Pupils will be reminded of these safeguarding responsibilities before sensitive discussions take place.

Roles and Responsibilities

Governing Body

The Governing Body will:

- approve the policy;
- monitor implementation;
- ensure statutory requirements are met;
- review the policy annually.

CoHeadteachers

The CoHeadteachers will:

- ensure compliance with statutory obligations;
- support staff in delivering the curriculum;

- ensure adequate staff training is available.

PSHE/RHE Lead

The PSHE Lead will:

- oversee curriculum planning and delivery;
- ensure resources remain current and appropriate;
- provide staff support and training;
- monitor the effectiveness of provision.

Staff

All staff will:

- deliver the curriculum professionally and sensitively;
- follow safeguarding procedures;
- model respectful relationships;
- contribute to pupils' personal development.

Parents and Carers

Parents and carers are recognised as children's primary educators and are valued partners in delivering Relationships and Health Education.

The school will work collaboratively with families and provide opportunities for parents to discuss curriculum content and view resources.

Monitoring and Evaluation

The effectiveness of the Relationships and Health Education programme will be monitored through:

- pupil voice;
- staff evaluation;
- curriculum reviews;
- lesson observations and learning walks;
- scrutiny of resources and planning;
- feedback from parents and carers;
- governor monitoring visits.

Monitoring outcomes will inform future curriculum development and school improvement planning.

Support Available to Pupils

The school is committed to ensuring pupils know where they can access support.

Support may be provided through:

- class teachers;
- pastoral staff;
- the SENCo;
- senior leaders;
- the Designated Safeguarding Lead;
- external agencies where appropriate.

Pupils will be taught that seeking help is a sign of strength and that support is always available when needed.

See example parent letters below.

RSE Parent Letter 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 sessions.

The majority of the teaching will focus on the building of positive safe relationships and will reinforce life skills to support this. We will also cover the science topic of life cycles in KS2 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

RSE Parent Letter 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

RSE Parent Letter Year 4 Girls

Date

Dear Parents/Carers,

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

"GROWING UP" – YEAR 4 GIRLS

I give/do not give* permission for my daughter.....

in Class..... to take part in the above talk.

Signed:..... Parent/Carer

Dated:.....

*Please delete as necessary

RSE Parent Letter Year six

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