

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

Relationships and Health Education Policy

Date	29 June 2026	Responsibility	Teaching and Learning / Curriculum	Unique I/D	5-20
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Version Control			
Version	Origin	Date	Amendments
2020	DfE / BPS	05 March 2021	Approved at the T & L Committee meeting
2020	DfE / BPS	March 2023	Next review
2020	DfE / BPS	07/07/21	Wrap around Care note added. Approved and adopted at the FGB meeting
2020	DfE / BPS	17/03/23	Approved at the 17 March 2023 T & L meeting
2020	DfE / BPS	10/03/25	Curriculum Lead was GH Approved at the 10 March 2025 T & L meeting
2020	DfE / BPS	09/03/26	Approved at the 09 March 2026 T & L meeting
2020	DfE / BPS	29/06/26	Approved at the 09 March 2026 T & L meeting and subsequently modified and approved by the T & L Committee via email.

This policy also applies to our Breakfast Club and After School Club which are both based on our school site for current pupils

Introduction

The teaching of Relationships and Health Education at Bishopsteignton School is an important aspect of pupils' education. Using an integrated and consistent approach, it includes supporting young people in developing self-confidence to help prepare for physical and emotional changes into adulthood. We believe that the teaching of Relationships and Health Education (RHE), which includes Sex 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.

In this document, RHE relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding such education and that the pupils receive their educational entitlement. Through the implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

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

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Moral and Values Framework

The subject is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in RHE lessons. 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, the subject 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 age appropriate 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;
- help pupils to understand how to keep themselves safe, emphasising the importance of online safety;
- 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. Whilst this means that we give children age appropriate 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:

- it should be taught in the context of loving relationships and family life;
- it 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

The curriculum for RHE at Bishopsteignton School maps out objectives for each key stage. **This can be found on our Website along with other relevant documentation.** Resources for the subject will be kept centrally. Curriculum documents are available on the school's computer system and are updated by the subject leader. Parents will be able to access the content of the RHE curriculum via the school website.

We teach RHE discretely; however, some aspects are covered through our other curriculum areas (for example, some of the biological aspects are covered in Science). We also teach RHE through

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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.

Sex Education is taught discreetly in Upper Key Stage 2. Content of lessons is sent to parents before the lessons are delivered and there is an opportunity to ask any questions. It is important to know that there is a difference between Relations Education and Sex Education. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics in order to keep children safe.

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 the subject 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 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 Parents

The school fully understands and acknowledges that the primary role in children's relationships, sex 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 cooperation. In promoting this objective, we:

- inform parents about the school's RHE policy and practice;
- answer any questions that parents may have about the education of their child in this area;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE in the school;
- Where relevant, the school will signpost parents to appropriate resources.

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our policy and that the policy is implemented effectively. It is also the 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 RHE policy and on the instructions of the Headteacher.

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 Headteacher who can discuss the matter with the parent or follow other appropriate procedures. KS1 and KS2 classes will have a RHE question box in their classroom, so that they can ask questions anonymously. These will be called the 'Worries and

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Wonder Box' in KS1, the 'RHE Worries and Wonder Box' in Years 3 and 4 and the 'RHE Question Box' in Years 5 and 6.

Procedures for Withdrawal of Pupils

Parents and carers have the right to request that their child be withdrawn from some, or all, sex education delivered as part of statutory RHE lessons, but not statutory Science lessons. However, should a parent be considering such a step, the school would ask that they first talk it through with their child and their class teacher, and then, if necessary, contact the Headteacher.

Children with Additional Educational Needs

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 additional education needs are properly included in RHE lessons. This may mean additional support within lessons, small group or individual lessons and adapting resources to enable access. Parents may need to be consulted individually with regard to children with additional educational needs.

Monitoring and Evaluating

Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information and resources provided, and from pupils about how RHE provision is meeting their needs, through the collection of pupil voice in conjunction with the RHE lead.

This policy will be reviewed every year or as changes occur.