

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

RELATIONSHIPS, HEALTH EDUCATION POLICY

September 2025

(Review Date: September 2026)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **S**elf control
- **P**erseverance
- **I**nclusion
- **R**espect
- **I**nspiration
- **T**rust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

RELATIONSHIPS, HEALTH EDUCATION POLICY

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education,

STATUTORY REQUIREMENTS

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in sections 403 and 405 of the Education Act 1996 and the Equalities act 2010.

As a school we have deliberated and concluded that the Bredhurst curriculum will focus solely on the science coverage including puberty.

This policy should be read in conjunction with our school safeguarding policy.

Our school's approach to Relationship and Health Education (RHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"
(John 10:10)

At Bredhurst Church of England School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RHE within a moral (but not moralistic) framework.

RHE in Bredhurst Church of England School is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

DEFINING RELATIONSHIPS EDUCATION

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults. Our children will be taught that there are different kinds of family, including LGBT families- to know that families come in all shapes and sizes. Teaching about LGBT is embedded within the curriculum and not taught as a stand-alone topic.

It is our objective that Relationships Education helps to promote awareness of diversity and respect for it, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. To this end, LGBT (Lesbian, Gay, Bisexual, Transgender) relationships are embedded within, and referenced at various points in, the Relationships Education curriculum from Year 3 onwards, specifically in the following ways:

- Year 3 onwards: pupils are made aware that some families may have single parents or LGBT parents, and children in these families are equally entitled to respect
- Year 4 onwards: that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong
- Year 5 onwards: that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives.

The School recognises that all people are created in God's image and values and nurtures every child accordingly. Particular regard is had to the Church of England document Valuing All God's Children. https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

In this school any content that might be regarded as sex education (learning about human body parts, growth, puberty and gestation) will be taught through the science curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum. We aim to support the parents and involve them in the education of their children regarding sex education when it is right for their child within the family situation.

DEFINING HEALTH EDUCATION

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.¹

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

THE RHE/ LIFE SKILLS CURRICULUM**EYFS Personal, Social and Emotional Development ELG**

ELG	Children at the expected level of development will:
Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity • show an ability to follow instructions involving several ideas or actions.
Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	• Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.

(please note these are taken from the EYFS reforms early adopter version July 2020)

At Bredhurst Church of England School we aim to complete the following progression outcomes based on the Goodness and Mercy resources:

<https://goodnessandmercy.co.uk/progression-outcome-statements/>

Health

Strand	KS1 outcomes	KS2 outcomes
Sleep, rest and hygiene	- Pupils can describe how to look after themselves. - Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science)	- Pupils can explain why it is important to look after themselves. - Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. - Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. - Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.
Healthy eating	Pupils can identify and list many healthy and less healthy foods.	Pupils can plan a healthy diet and describe the dangers of an unhealthy one.
Spiritual practices	Pupils will have observed/ experienced/participated in some calming spiritual time.	Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.
Exercise	Pupils can name and talk about different kinds of exercise.	Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.
Mental health, wellbeing and emotional literacy	- Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful. - Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings	- Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others. - Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.

Screen time and screen-safety	• Pupils can list some of the ways that screens improve their lives. • Pupils can list some rules about the limits for using screens that can keep people healthy. • Pupils can identify how people use 'masks' online to be nasty and who to ask for help. • Pupils can list what information should or should not be shared. (Curriculum area related to Safeguarding)	• Pupils can explain how to make wise choices online and why limiting screen time is a good idea. • Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.
Alcohol, smoking and drugs	n/a	• Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs. (Curriculum area related to Citizenship). • Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break. • Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines). • Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.
First Aid	• Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).	• Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).
Puberty	n/a	• Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation. (Curriculum area related to Science)

Key theology Bredhurst	• Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: “You are fearfully and wonderfully made” (Psalm 139) and “God saw that it was very good” (Genesis 1). • Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.	• Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people’s regard for themselves and enjoyment of living in their bodies. • Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.
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Relationships

Strand	Key Stage 1	Key Stage 2
Family	• Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.	• Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. • Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. (Pants rule- NSPCC)

Friendship	• Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. • Pupils can talk about what you can do if you fall out with your friend.	• Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.
Relationships and Marriage	n/a	• Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. • Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved. • Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. • Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). (Curriculum area related to RE)
Anti-bullying	• Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful. • Pupils can talk about where to go for help if they are bullied. • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them.	• Pupils can show understanding about the different types of bullying that people can encounter. • Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying. • Pupils can explain what stereotyping is and how bullying can be damaging for someone. • Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils can explain how to report bullying and support someone who has suffered unkindness.

Making good boundaries	• Pupils can talk about how their bodies belong to them, are incredibly special and should be protected. • Pupils can identify what is safe and unsafe touching. • Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that. • Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe.	• Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. • Pupils can explain what a bad secret is like and how to get help.
Parenting	n/a	n/a
Key theology	• Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will. • Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God). • Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. • Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down. • They can describe simply what the word forgiveness means and talk about fresh starts. • Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.	• Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death. • Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. • Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. • Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. • Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. • Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.

We will also use resources taken from the PSHE association and *Love and Sex matters- Relationships and sex education in a context of Christian values*. By K Guthrie, V. Holloway and K Staples.

These are the requirements for RHE from the Department for Education, click the link to access the document:-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

HOW WILL RHE BE TAUGHT IN OUR SCHOOL?

RHE will be delivered professionally and as an identifiable part of PSHE it will be known within school as Life skills. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RHE and Life skills will be delivered in a way that affords dignity and shows respect to all who make up our community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RHE/Life skills will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RHE/ life skills will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Values such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity, inclusion, trust and a sense of justice

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

We aim to give pupils with SEND full access to our relationship education by developing certain strategies to ensure that they are not disadvantaged. These children often need more help than others in coping with the physical and emotional aspects of growing up, particularly in expressing themselves in a classroom or large group situation. We aim to help these children by:

- Allowing for resources to be made available and time allocated for discussions in small groups.
- Presenting our material and information in a visually stimulating way.
- Discussing topics in a relaxed and informal situation.

At Bredhurst Church of England School RHE/ life skills is taught by confident trained staff and only some elements will be taught and introduced by outside agencies (such as First Aid, Healthy eating-Chartwells and personal safety-NSPCC). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.²

²It does not need to be the class teacher or tutor who teaches Relationships Education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion.

RHE/ LIFE SKILLS WILL BE MONITORED AND EVALUATED

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

POLICY REVIEW

This policy has been produced with the support of the Diocese of Rochester who recommended the material produced by the Diocese of Bristol. In consultation with staff and Governors.

It has been produced in consultation with parents and will be reviewed in consultation with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy will be reviewed every year

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>