



Brickhouse Primary School

Relationship and Health Education Policy

Rationale and Ethos

This policy is a working document, which provides guidance and information on all aspects of RHE in the school for staff, parents/carers and governors.

At Brickhouse Primary School, Relationship and Health Education (RHE) is taught within a broader, carefully planned Personal, Health, Social Education curriculum (PHSE) which aims to gradually and appropriately prepare children for adult life, and ensuring the development of the personal skills needed by pupils if they are to establish and maintain relationships both now and in their future.

The curriculum is designed to ensure that young people can make responsible and informed decisions about their own health and wellbeing. The curriculum, reflecting local needs, is also designed to build students understanding of how to keep themselves safe both now and in the future. The curriculum encourages students to develop their own ideas, opinions and beliefs whilst providing them with a safe place to discuss new ideas and concepts at an age and developmentally appropriate time.

The biological aspects of RHE are taught within the Science curriculum, where there is no parental right to withdraw. Other elements of the curriculum are addressed through assemblies.

We believe Relationship and Health Education (RHE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, providing them with the skills and knowledge to prepare them for decisions that they make throughout their lives. Relationship and Health education is the lifelong learning about physical, moral and emotional development. It is about the

understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

RHE at Brickhouse Primary School lays the foundations for factual knowledge and the more sexually explicit information required by young people in later years i.e. Secondary Education.

Effective RHE, set within PHSE lessons, encourages children to reflect upon and to develop their own values, attitudes, personal and social skills including awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices both now and in the future. This includes the positive benefits of loving, rewarding, safe and responsible relationships, emotional and physical changes to their bodies (including puberty), developing positive mental health and emotional well-being and develop the skills to be digitally safe.

RHE at Brickhouse Primary School does not encourage sexual experimentation, the taking away of a child's innocence, over-ruling the wishes or rights of parents or imposing ideas onto young people.

RHE is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important for our pupils and our schools to ensure students can reflect upon their own beliefs, values and ideas in an age and developmentally appropriate way and to develop an understanding of other's ideas, beliefs and values.

Brickhouse Primary School recognises that effective RHE is dependent upon partnerships at many levels; this includes between ourselves and parents, carers and guardians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) the voluntary sector.

All those who teach aspects of RHE within school, including visitors, are expected to be guided by the following values framework, which represents the values held in common by the whole school community.

The outcomes, intentions and values underpinning RHE are:

- To provide the knowledge, information and skills (at an age-appropriate time) to which all pupils are entitled to ensure that they are able to make informed decisions grounded in self-respect, confidence and empathy towards others.

- To clarify/reinforce existing knowledge and where arising, to dispel myths and misinformation by providing factually accurate and age-appropriate knowledge.
- To provide students with the opportunity to ask questions (in a way that they are comfortable doing), express emotions and opinions and discuss issues openly and without embarrassment. This includes developing empathy to other's ideas and listen sensitively to other's opinions and ideas.
- To raise pupils' self-esteem, mental health and emotional wellbeing, including self-confidence and resilience, especially in their relationships with others; to learn to manage emotions and relationships in a confident and sensitive manner.
- To help pupils develop skills (including language development associated with RHE at an age appropriate time, decision making, choice, assertiveness) and making the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others for who they are, not for what they have or what they can do.
- To help gain access to reliable and accurate information and support, including within the school, family, wider community and online.
- To develop skills for a healthy, safer lifestyle including the role of the family, stable and loving relationships, love, honesty, respect and care.
- To recognise and avoid exploitation and abuse including knowing what is and is not illegal in matters relating to sexual activity (in an age appropriate and sensitive way, which does not instil fear in children).
- To develop and use communication and assertiveness skills to cope and make informed decisions and recognising the influences of their peers, the media including the internet and other influences.
- To value and respect difference and commonly held beliefs, in people's religion, culture, sexual orientation, physical and mental ability and social background whilst being mindful of the influences of the media, stereotypes and discrimination and being sensitive to the needs of culture, religion and British Values.

- To respect and care for their bodies including body autonomy and the importance of consent.
- To be prepared for puberty and adulthood including learning and understanding of physical development, reproduction and associated emotional changes in an age appropriate manner.
- Able to make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

The personal beliefs and attitudes of staff delivering RHE will not influence the teaching of Relationship and Health education in this school. Staff receive regular training in dealing with emotional and sensitive issues, including developing an emotionally safe environment.

Equal Opportunities Statement

The school is committed to the provision of RHE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

Roles and Responsibilities.

Those involved in the development of this policy include:

The Headteacher	Remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
Governing Body	Fulfilling the legal obligations on the part of the school, ensure pupils are making progress and the overall quality of the provision offered in the school.
Designated Safeguarding Lead	Checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.
Curriculum Manager and PHSME Lead Teacher	The development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.

Teaching and Support staff	The delivery of lessons and key RHE messages, identifying and working with PSHE leads to address gaps in their knowledge, ensure that pupils withdrawn from the curriculum are educated elsewhere.
Parents / Carers / Guardians	To work in partnership with the school including being aware of school policies, ensuring schools are aware of issues arising around the wellbeing of their child and supporting learning within the home environment.
Pupils (where appropriate)	Express the wishes of their peers and contribute ideas into the school curriculum (as part of the student voice programme).

Legislation including statutory regulations and guidance.

Documents that inform the schools RHE policy include:

- The Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- The PSHE Association supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education: Statutory Safeguarding Guidance (as updated)
- The Public Sector Equality Duty.
- 'PSHE Education Programme of Study Key stages 1-5' (PSHE Association, 2017)
- The National Curriculum for Science (2015)
- Sex and Relationships Education Guidance DfE (2018 and 2020)
- Children and Social Work Act (2017)
- Subject specific research: OFSTED

Related school policies include:

- Curriculum Policy
- Child Protection & Safeguarding Policy
- Keeping Children Safe in Education (KICSIE)
- Confidentiality policy
- Behaviour Policy
- Anti-Bullying Policy
- Inclusion Policy

- Health and Safety Policy
- Equality Policy, Statement & Objectives
- Online Safety Policy
- PREVENT Policy

Curriculum Design

Our RHE programme is an integral part of our whole school PHSME provision and supported by the statutory requirements as set out in the National Curriculum for Relationships Education, Relationships and Sex Education and Health Education (2018 and 2020) and Science.

The curriculum model we use is based upon best practice as established by leading subject organisations including the PSHE Association and Jigsaw, which has a developed age-appropriate and inclusive approach to teaching RHE. Further detail of our curriculum can be viewed via our school curriculum planning on the school website or available on request.

We use a variety of resources including: -

- **The Local Authority** approved curriculum model, the “Healthy Mind, Happy Me” curriculum which focuses upon developing student’s mental health and emotional wellbeing. The themes addressed in the curriculum are included below.
- **Picture News** - A nationally recognised PSHE and Citizenship focused resource, which provides weekly resources focusing upon an issue in the news across all year groups.
- **School Nursing Team** approved by the local authority who deliver age appropriate classroom lessons in primary schools.
- **NSPCC “No Pants” Talk** delivered annually by our Teaching Staff in Year 2 or School Nurse Team
- **Stay Safe, Speak Out** delivered annually by our Teaching Staff to Year 5 & 6.

The Jigsaw Curriculum model is designed to be used flexibly within the school to ensure issues are addressed in an appropriately and timely position and which reflects the needs of the pupils.

This curriculum comprises of six key modules, which are taught one each half term. This continues annually with a spiral curriculum with each year building on the previous one, allowing young people to add to

their thinking, skills and knowledge as they develop and mature in their thinking.

Each Year group has a character-linked. The characters are designed to be relatable to students and provide a vehicle for introducing the themes to pupils through the use of stories and activities. They also act as a distancing tool so children can talk about sensitive issues without relating it to themselves. They are non-gender specific and the class decides on its persona and characteristics.

These modules are:

Theme	Description of topics	Themes addressed.
Being Me in My World	Helping children to self-identity, feel special and safe, know rights and responsibilities, and to make responsible choices	Explain how my behaviour affects myself and others, the importance of listening /being listened to, the impact of my choices, democracy.
Celebrating Differences	To know we are all different and that this is a cause for celebration not conflict To identify similarities and differences, and to understanding bullying,	Bullying. Types of families. Conflict and celebration. Positive and negative discrimination. Gender stereotypes, racism, celebrating other cultures. Making new friends.
Dreams and Goals	Identifying hopes and dreams, and how these can be achieved Knowing the importance of working with others to achieve things	Identify own successes, how to make plans and set goals for yourself, how to work with others including those from different cultures
Healthy Me	Identifying what health means and how to remain healthy Know what is unhealthy for you Being able to identify when you do not feel safe and what to do about it.	Food to make you healthy, medicines, unhealthy choices Safe places, where to go for help if you do not feel safe, misuse of substances and tackling peer pressure
Relationships	Understanding why people have special	Family life, friendships, falling out. Being a good

	relationships, knowing some relationships can feel uncomfortable Looking at friendships, and how to stand up for yourself Dealing with loss.	friend to yourself. Knowing others have different lives and experiences to you Dealing with conflict. Jealousy Dealing with loss of friends or family. Mental health. Reducing screen time.
Changing Me	Understanding that we change as we grow older Knowing changes in our bodies as we go through puberty and why these changes need to happen Knowing that some touching is inappropriate	Use correct vocabulary to name body parts, know which body parts are private areas and not appropriate to be touched. Know how boys and girls bodies change whilst growing up, and that these are to prepare for adulthood and making a baby.

In each year, we cover:

- **Year 1:** every module listed above
- **Year 2:** every module listed above, plus “Pants Talk” delivered by the NSPCC
- **Year 3:** every module listed above, plus Healthy Food talk by the School Nurse Team
- **Year 4:** every module listed above
- **Year 5:** every module listed above, plus Puberty information, delivered by the School Nurse Team and Stay Safe, Speak Out, and talks from West Midlands Police, DECCA, and other agencies as appropriate
- **Year 6:** every module listed above, plus Stay Safe, Speak Out and talks from West Midlands Police, Decca, and other agencies as appropriate

The module overview for Jigsaw can be seen on the school website.

As part of our overall Safeguarding programme, on occasion lessons and assemblies will be taught to address local safeguarding concerns and issues to ensure our pupils remain safe. Wherever possible, this information will be shared with parents.

External Speakers and Agencies

Brickhouse Primary School invites, as appropriate, various speakers to support and develop the curriculum provision. This includes, but is not limited to;

- **DECCA** (supporting curriculum around drugs, alcohol and smoking education)
- **School Nurses Service** (to deliver various aspects of health education)
- **NSPCC** to address issues around Safeguarding
- **Safer Six Partnership** (Local Authority Initiative) to address aspects of safeguarding
- **West Midlands Police** to address various safeguarding issues

Other external speakers may be invited as appropriate to the curriculum and theme, with advice and support from trusted sources including other schools in the local authority and PSHE Advisory Teacher.

All materials provided by the external agency will be viewed prior to being shown in class. All external speakers will be expected to follow school policies which includes, but is not limited to, Visitors Policy, Safeguarding Policy and RHE policy. They will remain under staff supervision at all times.

Sex Education

Brickhouse Primary School has made the decision to not teach sex education content.

Safe and Effective Practice including answering sensitive questions

We will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment shaped by students and by the use of distancing techniques from the personal experience of the student.

No student will be required to give an answer as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously e.g. a classroom box for anonymous

questions for during and after sessions, or the use of worry boxes which are around school.

All staff are supported by pre-prepared resources, training in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources and nationally recognised curriculum organisations including, but not limited to, the PSHE Association.

During PSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils to ensure pupils feel safe, supported and listened to. Wherever possible, lessons will be taught as a class with both male and female pupils present.

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's child/young person's needs. This could involve referring the child/young person to their parent/carer, School Nurse Service, the child/young person's doctor or to an established external organisation; it important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Safeguarding

All staff are trained in safeguarding. Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the Safeguarding Lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RHE in school. We actively work with Sandwell Metropolitan Borough Council approved providers to supplement the teaching of the subject.

As part of entry to our school site, all visitors are given a copy of our safeguarding visitor policy and signed into school using appropriate identification using our InVentry system. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on the Headteacher or designated Safeguarding Lead if there is a risk of harm to the child.

Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher/Designated Safeguarding Lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need and in line with the Public-Sector Duty (as set out in the Protected Characteristics guidance: Equality Act 2010).

Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Health education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

Engaging Stakeholders (including parents /carers /guardians and pupils)

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Brickhouse Primary School believe in the importance of partnerships between all stakeholders to ensure that children grow up confident and cared for.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Health

- Helping their children cope with the emotional and physical aspects of growing up and being a part of modern Britain
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RHE curriculum we will support our parents to:

- Help children to learn the correct names of the body in a safe, age and developmentally appropriate way.
- Talking with their children about feelings and relationships

Parents are encouraged to support the school's RHE and have access to this policy.

Parental Right to Withdraw

Parents are unable to withdraw from lessons written and delivered as part of the National Curriculum for Science or taught as part of the Relationship or Health Education content.

Brickhouse Primary School would encourage parents with concerns around content, to contact the school to discuss this further.

Student Voice in determining Curriculum

Throughout RHE and PSHE lessons, students can contribute to class discussions and to reflect upon their own ideas and opinions.

As part of the PSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology.

The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when they voice concerns, for example, in lessons or through the medium of the School Council.

Children in Key Stage Two will be able to voice opinions on resources and external agencies used and whether, on reflection, the curriculum addressed their needs during early key stages.

Monitoring and Evaluation

In the first instance, the lead teacher for PSHE and RHE will be responsible for monitoring and evaluating the subject, monitoring the

impact of the policy on children's learning, subject development, report to SLT and assist the Headteacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.

Policy Review

This policy will be reviewed to ensure compliance with new statutory guidance, DfE advice and guidance, and to ensure it continues to meet the need of pupils, staff, parents and the wider community.

Date: September 2025

Review: September 2026