



Relationships and Health Education Policy

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Review Frequency	Annual
Date approved by governors	July 2026
Date of next review	July 2027
Purpose	The policy outlines the legal framework around relationship education for primary school age pupils and explains how the curriculum content will be determined and quality assured.

Summary of changes at last review:

- Definition of relationships education and health education
- Inclusion of statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE (Department for Education))
- Specific reference to SEND (Special Educational Needs and Disabilities)
- Schools' freedom to determine age-appropriate content (including additional sex education content)
- Ensured school value align with this statutory guidance
- Specific reference to the link between this policy and keeping children safe
- Specific reference to clear ground rules for sensitive topics
- Specific reference to assessment of progress being based on regular feedback
- Update to 'The role of parents' around withdrawal and any discussions recorded on CPOMS
- Signposting to additional resources for staff training
- Consideration for staff wellbeing based on personal experiences/views
- Specific reference to managing difficult questions
- SENDCo also responsibility for inclusion oversight
- Enhanced focus on parental transparency and engagement in preparation for statutory changes effective on 1 September 2026
- Further detail added around monitoring activities notably the inclusion of parental consultation
- Reference to the revised statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education published by the Department for Education in July 2025 and due to come into force on 1 September 2026
- Inclusion of preparatory arrangements to ensure school is ready to implement the revised statutory guidance by 1 September 2026
- Strengthened emphasis on safeguarding-led delivery, particularly in relation to online harms, respectful behaviour, and managing sensitive or contested topics
- Clarification of expectations regarding neutrality, factual accuracy, and age-appropriate teaching in line with updated national guidance

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Introduction and purpose

- 1.1 Relationships education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Health Education is teaching pupils about physical health and mental wellbeing (and that they are interlinked) to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- 1.2 Relationships education (hereafter to include health education) is a key part of helping children and young people to stay safe and be well-prepared for growing up in Stockport and life in modern Britain. This policy outlines the legal framework around relationship education for primary school pupils, how the curriculum is planned, and quality checked and clarification of parental rights regarding withdrawal from Relationships Education and the National Curriculum for Science. Parents should be aware that our school has to uphold the legal duties set out in the Equality Act 2010 and not discriminate against anyone with protected characteristics.

2. Scope

- 2.1 This policy applies to Bridge Hall Primary School – EYFS, KS-1 and KS-2.

3. Legislation and regulation

3.1 The statutory framework for Relationships and Sex Education and Health Education came into force in September 2020 under the Children and Social Work Act 2017 and accompanying statutory guidance. Section 34 requires:

- Relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England

- Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England

3.2 Under the regulations, schools are required to:

- Publish a statement of policy in relation to the education to be provided and make this available to parents or other people

- Set out the circumstances in which a pupil may be excused from receiving relationships and sex education or specified elements of that education

- Ensure that when relationships education or relationships and sex education delivered, pupils are taught about:

- o Safety in forming and maintaining relationships

- o The characteristics of healthy relationships

- o How relationships may affect physical and mental health and wellbeing

3.3 In delivering this curriculum, education must be sensitive and appropriate to the age and religious background of the pupils.

3.4 Schools must also have regard to the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE):

- Relationships Education, RSE and Health Education must be accessible for all pupils, including those with Special Educational Needs and Disabilities (SEND). High-quality, adapted teaching will be the starting point to ensure accessibility. Bridge Hall's SENDCo, alongside the Headteacher, will have oversight of this aspect.
- Schools retain the freedom to determine an age-appropriate and developmentally suitable curriculum which meets the needs of their pupils.
- Primary schools may determine whether to include additional content on sex education beyond the National Curriculum for Science.
- Where a primary school chooses to teach sex education beyond the National Curriculum for Science, this will be clearly set out in the school's policy. Bridge Hall Primary School will engage with parents and have regard to their views. Parents retain the right to request withdrawal from any sex education delivered in primary schools other than that which forms part of the National Curriculum for Science.
- Pupils will be made aware of relevant legal provisions when appropriate topics are taught. Where legal matters arise, pupils will be directed to appropriate sources of information.

3.5 This policy adheres to the following statutory guidance and legal requirements:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019)

- The Equality Act 2010

- The Children and Social Work Act 2017
- The Education Act 2002
- Keeping Children Safe in Education (latest version)
- Sections 406 and 407 of the Education Act 1996
- The Public Sector Equality Duty (section 149 of the Equality Act 2010)

3.6 Preparation for revised statutory guidance (effective September 2026):

• In July 2025, the Department for Education published revised statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, which will replace the 2019 guidance and come into statutory force on 1 September 2026.

• Bridge Hall Primary School will continue to comply fully with the current statutory guidance until that date. In preparation for the revised guidance, the school will undertake a structured review of curriculum content, resources, staff training and parental engagement arrangements to ensure full compliance by September 2026.

• Once the revised guidance comes into effect, this policy and associated curriculum provision will be implemented to reflect statutory expectations.

4. Policy statement

4.1 Bridge Hall Primary School aims to help pupils understand:

• Characteristics of a healthy family (commitment, stability, care, security etc.) and how to recognise/respond if a family relationship is making them feel unhappy/unsafe

• Respecting differences in others' families

• That marriage (civil or religious) is a formal/legal commitment intended for life

• The importance of friendships and their characteristics (caring, respect, trust, loyalty, kindness etc.) and how to recognise/respond if a friendship is making them feel unhappy/unsafe

• Respect and respecting difference (including self-respect, bullying, cyberbullying, stereotyping, permission-seeking/giving)

• Online risks (people, relationships, data) and how to stay safe online/report concerns

• Being safe through boundaries, privacy, a person's body belonging to them, responding appropriately to adults, how to recognise/report feeling unsafe and abuse

• The importance of their physical, emotional, and moral development

• How to develop skills to enable them to make healthy responsible choices about their health and wellbeing (including mental health)

- How to move more confidently and responsibly into adolescence
- Basic first aid
- The facts/risks with smoking, alcohol, and drugs.

4.2 Bridge Hall Primary School delivers the outlined understanding (4.1) through Core Themes which are delivered in EYFS, KS1 and KS2:

- Family and relationships
- Safety and the changing body
- Health and well-being
- Citizenship
- Economical well-being

4.3 This policy is fully considered in conjunction with Keeping Children Safe in Education (latest version) and it is a key aspect of safeguarding through raising pupils' awareness and providing an open forum to discuss potentially sensitive issues.

4.4 In preparation for the revised statutory guidance effective from September 2026, Relationships Education and Health Education will continue to be delivered in a way that is factually accurate, age-appropriate, safeguarding-led and free from political or ideological bias. Teaching will promote respectful behaviour, challenge harmful stereotypes, and support pupils to develop the knowledge and skills needed to stay safe, particularly in online contexts.

5. Coordination and implementation

5.1 The proposed content of a programme of relationship education from Reception to Year 6 will be determined by Bridge Hall Primary School and overseen by the Headteacher.

5.2 The headteacher at Bridge Hall Primary School will oversee the planning of a programme of content for relationships education. The Headteacher will review this on an annual basis, ensuring it is age appropriate, meets all statutory guidance, is inclusive and is taught well.

5.3 The National Curriculum science states that at Key Stage 2, children should learn:

- That life processes common to humans and other animals include nutrition, growth, and reproduction
- About the main stages of the human life cycle

5.4 Relationships education is coordinated by the PSHE Lead and delivered through:

- National curriculum subjects (e.g., citizenship, science, computing, PE, RE)
- Themes and topics within PSHE
- Spiritual, moral, social, and cultural provision

- Pastoral, circle time, check-ins, and assemblies

• Use of external agencies/organisations to enhance existing delivery - The school will ensure appropriate checks are completed on any visitors to ensure their credentials and that the delivery is in line with the planned programme

5.5 Staff will ensure clear ground rules are set when teaching sensitive topics. Examples include safeguarding, confidentiality, respect, listening and non-judgmental.

5.6 We have high expectations of the quality of pupils' work within relationships education. We will build on the knowledge that pupils have previously acquired and obtain regular feedback to assess and capture progress.

Curriculum review and readiness for statutory change

5.7 Bridge Hall Primary School will review its PSHE curriculum annually to ensure ongoing compliance with statutory guidance and readiness for forthcoming changes.

5.8 In preparation for the revised statutory guidance effective on 1 September 2026, Bridge Hall Primary School will:

- Review schemes of work and teaching materials against the updated guidance
- Identify any areas requiring adjustment or phased implementation
- Ensure staff are appropriately trained and supported
- Confirm that safeguarding procedures are fully embedded in the delivery of sensitive or potentially controversial topics

5.9 Oversight of this process will be provided by the Headteacher, SENDCo and PSHE Lead.

6. The role of parents

6.1 We wish to build a positive and supporting relationship with the parents of children at the school through mutual understanding, trust, and cooperation.

6.2 In promoting this objective, we:

- Inform parents about the school's relationship education policy and practice
- Answer any questions that parents may have about the relationship education of their child

6.3 We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

6.4 We will provide clear opportunities for all parents and carers to know what will be taught and when, and to discuss the programme of relationship education lessons so that they understand the purpose and our approach. We will explain what the issues are and how they are taught and give parents and carers the opportunity to see the

materials the school uses in its teaching. Where additional content (beyond the science curriculum) in relation to sex education is being considered for inclusion, parents/carers will be consulted prior to delivery.

6.5 Parents should note that there is no right to withdraw pupils from statutory Relationships Education or from the National Curriculum for Science.

6.6 Parents have the right to request that their child be withdrawn from any sex education delivered in primary schools other than that which forms part of the science curriculum. We will discuss any request with parents/carers (and the child if appropriate) to understand the rationale, provide clarity on the purpose and benefits of inclusion, and explain the potential detrimental effects of withdrawal. This will be recorded on CPOMS.

6.7 As part of preparation for the revised statutory guidance effective from September 2026, Bridge Hall Primary School will continue to strengthen transparency and communication with parents and carers. This will include clear information about curriculum content, the approach taken to sensitive topics, and opportunities for parents and carers to view materials and discuss provision with the school.

7. Training

7.1 The Headteacher is responsible for organising the training of staff and assuring the quality of this training.

7.2 Staff will receive training that equips them with the knowledge and understanding to deliver our programme of relationships education lessons effectively.

7.3 Staff wellbeing will also be always considered. Staff will discuss with their line manager if they have any personal experience or views that need to be considered to ensure delivery is appropriate and effective for all.

7.4 Primary-age pupils can often ask questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. This can be because they want information, are seeking permission (e.g., is it OK if I?), are trying to shock or get attention, or have related personal beliefs. Our staff will consider what is age-appropriate to respond to in a whole-group setting and seek advice (which may be with parents/carer) if needed before responding separately.

7.5 The DfE have provided useful resources to support this process:

- DfE Guidance: Teacher Training - Being Safe
- DfE Guidance: Teaching about relationships, sex and health

7.6 The PSHE Association also provides a wealth of resources to support staff training: www.psheassociation.org.uk

7.7 In preparation for the revised statutory guidance effective from September 2026, staff training will include updates on new statutory expectations, managing sensitive

or contested issues, and delivering Relationships Education and Health Education in a way that is safeguarding-led, neutral and age-appropriate.

8. Responsibilities

8.1 The following responsibilities apply in relation to this policy:

- The Governors are responsible for reviewing the policy annually to ensure compliance with statutory regulations.
- Headteachers (together with the SENDCo and PSHE Lead) are responsible for implementing the policy and assuring high quality of the teaching of relationships education.

9. Monitoring and compliance

9.1 This policy will be monitored during pupil voice, learning walks and book scrutiny as appropriate throughout the year.

9.2 The Governors will work with the Headteacher to review compliance with this policy. To ensure the quality and effectiveness of PSHE / RSE, Bridge Hall Primary School will implement a monitoring and evaluation framework which will include:

- Learning walks
- Pupil voice
- Book scrutiny

9.3 Additionally, a rolling Personal Development / PSHE / RSE action plan will be in place and discussed with school leadership and governors, evaluating staff training, parental engagement, and pupil outcomes as appropriate.

9.4 Monitoring and evaluation activities will also consider the academy's readiness for the revised statutory guidance effective on 1 September 2026. This will include review of curriculum provision, staff training, parental engagement and safeguarding practice.

9.5 Bridge Hall Primary School is committed to transparency, evaluation and reflective practice. The school is committed to engaging with, learning from and sharing best practice through Stockport PSHE network meeting, updates provided by PSHE network and Kapow PSHE and Well-Being updates and where necessary more specialist support such as seeking partnership with other local schools or other external agencies.

9.6 This policy operates in conjunction with the following school policies:

- Safeguarding policy
- Relationships and Behaviour policy
- SEND policy
- Equality and Diversity policy
- RE policy
- Anti-bullying policy

- E-safety policy
- Well-being policy
- Teaching and Learning policy