

Inspire - Enable - Achieve



The Vale Federation Booker Park School Relationships and Health Education Policy

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Signed:

 Principal

Date 14th September 2026

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Statement of intent

At Booker Park School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RHE curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education 2025'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy

- Visitor Policy
- School Improvement Plan (SIP)

2. Roles and responsibilities

The Governing Board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SDP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn from sex education teaching.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up to date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The Head of School will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.

- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Governing Board on the effectiveness of this policy.
- Reviewing this policy on an **annual** basis.

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up to date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head of school.

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The appropriate teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the head of school and subject lead to respond to the individual SEND needs that all of our pupils have.
- Working with the RHE subject leader to evaluate the quality of provision.

Parents will be responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

3. Organisation of the curriculum

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

The school will organise the teaching of RHE in the following way:

RHE is covered within our “My Skills For Life” and “Me and My Community”. Biological aspects of RSE are taught within our “My Knowledge” curriculum. This is delivered through our “Learning About Me” lessons, and through a cross curricular approach in other lessons.

The promotion of RHE can be seen within the following areas of school life:

- “Learning About Me” lessons
- Personal care learning to support developing independence skills.
- A consistent approach to the way in which behaviours are addressed
- Use of choices for pupils to consider their actions
- Everyone, adult and children, are valued and supported by each other
- Celebration and recognition of achievement
- Recognition of own feelings and feelings of others

The curriculum is delivered discreetly and indiscreetly in areas such as:

- Toileting
- Eating- snack and lunch
- Looking after possessions, equipment, the environment and each other.
- Dressing/undressing
- Moving around the school independently – to lessons and to complete jobs
- Play times
- Gaining recognition and praise
- “Learning About Me” lessons
- Trips and in school experiences

Use of a wide range of strategies and techniques to support and deliver learning such as:

- Key communication- language, use of visuals e.g. Makaton, core boards and communication aids
- Role-play
- Use of daily routine
- Songs
- Stories
- Resources such as mirrors and photos
- Emotion boards
- Group work and discussions
- Reflection time
- One to one adult support
- Games
- Social stories

We will utilise the whole school environment to suit the pupils and learning intention:

- Classrooms
- Playground
- Hall - PE and assemblies
- Specific rooms including emotional regulation areas, soft play, sensory room
- Personal care rooms/toilets
- Medical room
- The community

These areas of learning are taught within the context of family life and will be delivered to ensure quality of access for all pupils, regardless of gender, race, religion or disability, so giving equal opportunities and avoiding discrimination.

Taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include heterosexual parents, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Booker Park, relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include developmentally appropriate approaches to topics related to preventing/disclosing abuse, for example, knowing which parts of your body no-one should touch and teaching about inappropriate behaviour online.

The teaching of positive relationships and behaviour is also underpinned by the Behaviour Policy.

Good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Teaching will be adapted to meet both chronological and developmental ages of pupils to ensure it is appropriate and respectful for all children, including those who may have no familiarity with the topics being taught.

For the purpose of this policy:

“Relationships education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

“Health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is in line with the statutory requirement and is appropriate for the age and developmental stages of pupils. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring the RHE curriculum meets the needs of the whole community; therefore, the curriculum is informed by issues in both the school, and the wider community, to ensure it is tailored to pupils' needs.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year by making contact either through email or a organising a meeting with the head of school.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials, and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

5. Relationships education overview

The curriculum covers the following areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6. Health education overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

At Booker Park we have regard to the statutory Health Education Curriculum, and we adapt the content to personalise it to meet our pupils' development stages and SEND profiles.

We cover:

Mental wellbeing

- Identifying simple emotions (happy, sad, angry, scared).
- Recognising what helps them feel calm or safe.
- Simple self-regulation strategies (breathing, sensory tools).
- Understanding who helps them when they feel upset.

Internet safety and harms

- Knowing which adults can help them online.

- Understanding that some things online are “not for children.”
- Very simple rules: “ask an adult,” “don’t click,” “tell if scared.”

Physical health and fitness

- Taking part in physical activity for enjoyment and health.
- Developing motor skills through structured movement.
- Understanding rest, tiredness, and simple body signals.

Healthy eating

- Recognising basic food types (e.g., fruit vs. sweets).
- Engaging in food preparation routines.
- Understanding “foods that help my body” vs. “occasional foods.”
- Supporting sensory needs around food where applicable.

Personal hygiene

- Hand-washing routines
- Brushing teeth
- Toileting and intimate care routines (where relevant)
- Understanding *private* vs. *public* body rules
- Learning to accept support from trusted adults (e.g., carers)

Basic illness and prevention

- Recognising when they feel unwell.
- Knowing how to ask for help.
- Simple understanding of medicines (e.g., “grown-ups give medicine”).
- Hygiene to prevent illness.

Changing adolescent body

- Naming body parts correctly.
- Understanding privacy and body autonomy.
- Basic awareness that bodies change.
- Managing body care during puberty for pupils who reach puberty early.

Safety and Risk

- Staying close to trusted adults in public
- Simple road safety (stop, look, hold hands)
- Safe behaviour around water
- Understanding what is “dangerous” in familiar environments

- Learning about safe touch and personal boundaries

7. Relationships and Health education per year group

The school is free to determine, within the statutory curriculum content outlined in the '[Relationships education overview](#)' section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. Within our setting for pupils with severe learning difficulties, the delivery is individualised to pupils' needs and developmental stage. We deliver RSE through the following yearly plan:

	Autumn	Spring	Summer
Pre formal	Feelings and emotions/ Sense of self and developing self-esteem	Interests, routines and processing/social communication and interacting	My community Y3+ additional sessions in summer term (see scheme) Y4+ Puberty specific sessions in summer term
Semi formal/formal	Feelings and behaviour/ Understanding myself	Relationships	Understanding my community Y3+ additional sessions in summer term (see scheme) Y4+ Puberty specific sessions in summer term

8. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum; however, the school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum, with our approach being that:

We do not teach pupils sex education beyond what is required of the science curriculum

9. Delivery of the curriculum

The RHE curriculum will be delivered:

- As a joint subject – PSHE/ RHE

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE and RHE teaching.

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum will be delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development.

Teaching of the curriculum will reflect requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow and the wider legal implications of the decisions they make.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, developmental stages and any additional needs, such as SEND. All learning resources will be selected with sensitivity, e.g. diagrams, videos, books and games, and inappropriate images, videos etc., will not be used. Any resources or materials used will be formally assessed by the RHE subject leader before use to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs.

The school will ensure that it meets the DfE's technology filtering and monitoring standards to ensure that pupils are unable to access inappropriate materials when using the internet to assist with their learning, as well as ensuring all members of the school community adhere to the provisions outlined in the school's Online Safety Policy.

Lesson plans and teaching will provide appropriate challenge for pupils and be differentiated for pupils' needs. Teachers will:

- Establish what is appropriate for 1-2-1 and whole-class settings.
- Alter their teaching according to pupils' age, stage, understanding and background.
- Listen and answer questions sensitively, honestly and appropriately.
- Encourage pupils to ask questions and engage in discussion.
- Ensure teaching focuses on boys and girls equally.
- Plan activities to matching pupils' differing learning styles.

Whilst there are no formal examinations for the relationships and health curriculum, teachers will conduct ongoing formative assessment of pupil's knowledge and awareness. Any concerns regarding a pupils' understanding will be raised with their parents.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and taking into account the fact that all pupils at Booker Park have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia and sexual violence or harassment.

The school will have a clear set of values and standards which will be underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RHE curriculum.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a topic-based curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Educational visits

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in responding to the question.

If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Assessment

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress.

10. Working with external experts

The school may invite guests into school to talk on issues related to RHE, or to work together with teachers to plan learning opportunities.

11. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The protected characteristics are:

- Age
- Sex or sexual orientation
- Race
- Disability

- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive and caters to the needs of all our pupils who all have SEND.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school will implement a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

12. Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science (which comes under the "My Knowledge" area of our curriculum)** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT (which comes under the "My Knowledge" area of our curriculum)** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- **PE (which comes under the “My Body” area of our curriculum)** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship (which comes under the “Me and My Community” area of our curriculum)** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE (which comes under the “Me and My Community” area of our curriculum)** – pupils learn about respect and difference, values and characteristics of individuals.

13. Withdrawing from certain subjects

RHE are statutory at primary and parents do not have the right to withdraw their child from the subjects.

14. Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

15. Staff training

All staff members at the school will undergo training on annual basis to ensure they are up to date with the RHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on an **annual** basis, led by the RHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as ‘sexting,’ which may need to be addressed in relation to the programme.

16. Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

The school is aware that confidentiality within the classroom is a critical component of RHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible and appropriate.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy will be followed.

Pupils will be informed prior to delivery of RHE lessons about confidentiality, though will be informed that appropriate action will be taken if staff feel that a child is at risk of harm. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so may face disciplinary procedures.

17. Quality of education

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on an annual basis, which will include a mixture of the following:

- **Self-evaluations**
- **Lesson observations**
- **Topic feedback forms**
- **Learning walks**
- **Work scrutiny**
- **Lesson planning scrutiny**

The RHE subject leader will create annual subject reports for the Head of School and Governing Board to report on the quality of the subjects. They will also work regularly and consistently with the Head of School and the curriculum link governor, e.g. through termly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

The Governing Board is responsible for approving this policy.

This policy will be reviewed on an **annual** basis by the RHE subject leader and Head of School. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.