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**BRAMBLETYE**

## Relationship Education: Relationships, Sex & Health Education Policy

<b>Name:</b>	Relationship Education: Relationships, Sex & Health Education Policy
<b>Applies to:</b>	Whole School including the EYFS
<b>Reference no:</b>	Policy 31
<b>Contributors:</b>	Deputy Head (Pastoral)
<b>Owner:</b>	Senior Deputy Head
<b>Approved by:</b>	Headmaster
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<b>Next review:</b>	September 2026

### 1. Introduction

Brambletye recognises its responsibility to promote positive relationships amongst its pupils, to help pupils understand the world in which they are growing up and to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life. Brambletye seeks to provide a safe and stimulating environment that will enable pupils to learn about spiritual, social, moral, cultural, mental, physical and emotional development.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

### 2. Relationships Education - Primary

The aim of Relationships Education is to teach pupils the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships

and relationships with other children and with adults. The principles of positive relationships also apply in the online world. The statutory curriculum content for Primary Relationships Education can be found in Appendix 1.

### **3. Relationships and Sex Education - Secondary**

The aim of Relationships and Sex Education is to give young people the age-appropriate with information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other types of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The statutory curriculum content for Secondary Relationships and Sex Education can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-on-rse-and-health-education>

As per the statutory guidance, this content needs to be covered during a pupil's time in secondary education. At Brambletye we educate pupils for the first two of these years and therefore we will only cover those areas of the curriculum that are age and developmentally appropriate. See Section 5 below.

### **4. Physical Health and Mental Wellbeing**

The aim of teaching pupils about physical health and mental wellbeing is 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.

The statutory curriculum content for primary Physical Health and Mental Wellbeing Education can be found in Appendix 2 and the secondary content here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-on-rse-and-health-education>

### **5. Delivery of the RSE and Health programme including delivery to pupils with Special Educational Needs and Disabilities (SEND)**

Relationship Education and Relationships, Sex & Health Education must be accessible to all pupils. The programme should also be mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Delivery of the programme as outlined in the contents will be via classroom teaching, predominantly in PSHEE but certain areas will also be covered in Science, PE and RS/TPR, through assemblies, chapel, lectures, pupil committees, the awarding of pupils responsibilities and via displays around the school. Any use of visitors will be used

to enhance teaching and not be used as a replacement for it. The delivery of all aspects of this curriculum will be age-appropriate. This is vital as the topics will be covered again as pupils move onto their senior school.

The teaching of Relationships, Sex & Health Education at Brambletye is done using the cross-phase model developed by the PSHE Association. This model covers all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over six half terms. The topics are arranged in a manner that allows for timely exploration at an appropriate point in the school year and pupils' experiences. It provides a carefully sequenced curriculum that builds knowledge, skills and attributes year on year, as the core themes are revisited.

The cross-phase model covers all aspects of the Programme of Study, as well as all of the new statutory Relationships and Health education content for Key Stage 2 and lower Key Stage 3; the aspects of the Key Stage 3 curriculum more suitable for Year 9 pupils are not included. The PSHE Association Long Term Overview that we follow can be seen in Appendix 4.

In Years 1 and 2 the content is delivered using the PSHE Association question-based model. This can be seen in Appendix 3.

The PSHE Association provides quality-assured teaching resources that are age-appropriate and tailored to the topic of study. These are made available to all teaching staff.

## **6. Monitoring and Evaluation**

The Head of PSHEE leads Relationship Education and Relationships, Sex & Health Education throughout the school. Regular meetings are held to ensure that all teachers involved in teaching aspects of RSE are confident in their delivery and have appropriate training when required. The Head of PSHEE monitors delivery in both a formal and informal sense as per the requirements set out in the Head of Department job description.

Teachers critically reflect on their work in delivering RSE through regular dialogue with other staff, the Head of PSHEE and through the progress being made by the pupils. Pupils have opportunities to review and reflect on their work during lessons. Pupil voice is influential in adapting and amending planned learning activities as feedback is gathered during lessons.

Regular feedback is given to pupils and teachers assess work to identify areas where extra support or intervention is required. Pupils demonstrate progress through tests, written assignments, class discussions, presentations, debate or self-evaluations.

## **7. Working with Parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Brambletye works closely with parents when planning and delivering these subjects. The School ensures that parents know what will be taught and when, and that they are given every opportunity to understand the purpose and content of Relationships Education, and for older pupils, Relationship and Sex Education. The School will clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Whilst parents will not be able to withdraw their child from relationships education, parents will be able to request withdrawal of their child from primary age group classes which address sex education i.e. those that do not sit within the relationships education delivery. The Head of PSHEE will automatically grant a request to withdraw a pupil from any sex education delivered at the primary age range i.e. Years 3, 4, 5 and 6, other than those parts of the Science curriculum.

Before granting any request for withdrawal in Years 7 and 8, it would be appropriate for the Head of PSHEE to discuss the request with the parent. This discussion should include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once those discussions have taken place the school will respect the parental request. Requests for withdrawal should be put in writing and addressed to the Head of PSHEE.

When this policy was originally developed, all parents were invited to question or comment on any area. Any subsequent and material changes to the policy will be issued to the parental body for further consultation.

## **8. Religion and Belief**

The religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Brambletye complies with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

## **9. Equality**

Brambletye is required to comply with relevant requirements of the Equality Act 2010. Further guidance is available in The Equality Act 2010: advice for schools.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation; these are collectively known as the protected characteristics. There are two additional protected characteristics that do not apply to pupils and they are 1) age and 2) marriage & civil partnership. Brambletye will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual harassment.

## Appendix 1 - Relationships Education - Primary: Subject Content

<b>P</b>	<b>1</b>	<b>Families and people who care for me</b>
P	1.1	that families are important for children growing up because they can give love, security and stability
P	1.2	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
P	1.3	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
P	1.4	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
P	1.5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
P	1.6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<b>P</b>	<b>2</b>	<b>Caring friendships</b>
P	2.1	how important friendships are in making us feel happy and secure, and how people choose and make friends
P	2.2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
P	2.3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
P	2.4	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
P	2.5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<b>P</b>	<b>3</b>	<b>Respectful relationships</b>
P	3.1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
P	3.2	practical steps they can take in a range of different contexts to improve or support respectful relationships
P	3.3	the conventions of courtesy and manners
P	3.4	the importance of self-respect and how this links to their own happiness
P	3.5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
P	3.6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
P	3.7	what a stereotype is, and how stereotypes can be unfair, negative or destructive

P	3.8	the importance of permission-seeking and giving in relationships with friends, peers and adults
<b>P</b>	<b>4</b>	<b>Online relationships</b>
P	4.1	that people sometimes behave differently online, including by pretending to be someone they are not
P	4.2	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
P	4.3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
P	4.4	how information and data is shared and used online
P	4.5	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
<b>P</b>	<b>5</b>	<b>Being safe</b>
P	5.1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
P	5.2	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
P	5.3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
P	5.4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
P	5.5	how to recognise and report feelings of being unsafe or feeling bad about any adult
P	5.6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.
P	5.7	how to report concerns or abuse, and the vocabulary and confidence needed to do so
P	5.8	where to get advice, for example family, school or other sources

## **Appendix 2 - Physical Health and Mental Wellbeing - Primary: Subject Content**

<b>P</b>	<b>6</b>	<b>Mental wellbeing</b>
P	6.1	that mental wellbeing is a normal part of daily life, in the same way as physical health
P	6.2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
P	6.3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
P	6.4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
P	6.5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
P	6.6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
P	6.7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
P	6.8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
P	6.9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
P	6.10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
<b>P</b>	<b>7</b>	<b>Internet safety and harms</b>
P	7.1	that for most people the internet is an integral part of life and has many benefits
P	7.2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
P	7.3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
P	7.4	why social media, some computer games and online gaming, for example, are age restricted
P	7.5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
P	7.6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
P	7.7	where and how to report concerns and get support with issues online
<b>P</b>	<b>8</b>	<b>Physical health and fitness</b>
P	8.1	the characteristics and mental and physical benefits of an active lifestyle
P	8.2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
P	8.3	the risks associated with an inactive lifestyle (including obesity)

P	8.4	how and when to seek support including which adults to speak to in school if they are worried about their health
<b>P</b>	<b>9</b>	<b>Healthy eating</b>
P	9.1	what constitutes a healthy diet (including understanding calories and other nutritional content)
P	9.2	the principles of planning and preparing a range of healthy meals
P	9.3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
<b>P</b>	<b>10</b>	<b>Drugs, alcohol and tobacco</b>
P	10.1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
<b>P</b>	<b>11</b>	<b>Health and prevention</b>
P	11.1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
P	11.2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
P	11.3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
P	11.4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
P	11.5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
P	11.6	the facts and science relating to allergies, immunisation and vaccination
<b>P</b>	<b>12</b>	<b>Basic first aid</b>
P	12.1	how to make a clear and efficient call to emergency services if necessary
P	12.2	concepts of basic first-aid, for example dealing with common injuries, including head injuries
<b>P</b>	<b>13</b>	<b>Changing adolescent body</b>
P	13.1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
P	13.2	about menstrual wellbeing including the key facts about the menstrual cycle

**Appendix 3 - Y1 & Y2 PSHEE Association Question-Based Model**

**PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – QUESTION-BASED MODEL**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?

## Appendix 4 - Y3 to Y8 PSHEE Association Cross Phase Model

### PSHE EDUCATION: LONG-TERM OVERVIEW – CROSS-PHASE MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Friendships:</b> Making and maintaining healthy friendships; Similarities and differences	<b>Emotional wellbeing:</b> Expressing and managing every day feelings; Seeking support for self or others	<b>Staying safe:</b> Trusted people and feeling safe; Keeping secrets and when to break confidentiality; Recognising and reporting feeling unsafe	<b>Economic wellbeing:</b> Attitudes and ideas about spending, saving and giving money; Wants and needs; Keeping money safe	<b>Physical health:</b> Healthy lifestyles; Physical exercise and its impact on mental wellbeing; Balanced diets and making choices; Sun safety	<b>Shared responsibilities:</b> Rights and responsibilities; Why we have rules; Responsibility for the local environment; Sustainability; Safety in different environments; Safety at home;
Year 4	<b>Friendships:</b> Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others	<b>Communities:</b> What makes a community; Diversity; Freedom of expression; Online communities; Identifying and responding to prejudice	<b>Economic wellbeing:</b> Budgeting; Saving; Spending decisions; How managing money makes us feel; How spending choices affect others	<b>Families:</b> Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for	<b>Growing and changing:</b> Growing up; Puberty, including periods and wet dreams; Sleep	<b>Staying healthy:</b> Dental health; Hygiene, germs; Basic first aid; Early signs of illness and seeking help
Year 5	<b>Respect and bullying:</b> Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination	<b>Mental wellbeing:</b> Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others	<b>Staying safe:</b> Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety, including FGM	<b>Careers:</b> Career types; challenging career stereotypes; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y7</i>	<b>Substances:</b> Drugs common to everyday life; Risks and effects of alcohol and smoking; Rules and laws	<b>Keeping active:</b> Benefits of a balanced lifestyle; Balancing internet use; How physical activity affects wellbeing
Year 6	<b>Personal Identity:</b> What contributes to who we are; Personal strengths; Interests; Setting goals; Managing setbacks; New opportunities and responsibilities	<b>Puberty and reproduction:</b> Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made	<b>Health and hygiene:</b> Making informed choices regarding a healthy lifestyle, including nutrition; Hygiene and bacteria and viruses; Allergies and getting help in an emergency; Vaccination and immunisation	<b>Managing change:</b> Developing friendship skills; Changing and ending friendships; Managing change, loss and bereavement; Sources of support	<b>Media literacy:</b> How data is shared and used online; Evaluating reliability of sources; Misinformation and targeted information; Choosing age-appropriate TV, games and online content; Influences relating to gambling	<b>Friendships and staying safe:</b> Opportunities to connect online; The nature of online-only friendships; Reporting harmful content and contact; Staying safe online
Year 7	<b>Economic wellbeing:</b> Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation	<b>Healthy lifestyles:</b> Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services	<b>Substances:</b> Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use	<b>Careers:</b> Developing enterprise skills; The world of work and young people's employment rights; Enterprise project - <i>CROSS-YEAR, GROUP WITH Y5</i>	<b>Relationships:</b> Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent	<b>Friendships and diversity:</b> Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online
Year 8	<b>Careers:</b> Life and career aspirations; Personal strengths and skills for employment; Stereotypes; Routes into careers; Progression routes; Online presence	<b>Friendships and managing influences:</b> Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use.	<b>Relationships:</b> Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.	<b>First aid and keeping safe:</b> First aid including CPR and defibrillator use; Personal safety including travel safety	<b>Mental health and wellbeing:</b> Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others	<b>Moving forward:</b> Personal strengths, celebrating successes and setting goals; Moving on to a new school; Managing change