

RHE Policy Statement

This policy has been developed in accordance with:

- **Department for Education (DfE) *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance*** (published 2025, effective from September 2026)
- **Equality Act 2010**
- **Department for Education (DfE) *Keeping Children Safe in Education*** (current statutory guidance)
- **Department for Education (DfE) *Working Together to Safeguard Children***
- **Rochdale Local Authority guidance**, including *Talking SRE*

In this document, sex education is defined as ‘learning about physical, moral and emotional development’.

Name of school: Bowlee Park Primary School

Date policy completed: March 2026

Member(s) of staff responsible: K. Larkins

Date of review: March 2028

Introduction

Bowlee Park Community School is situated in the town of Rochdale, in the borough of Middleton, and has approximately 900 pupils on roll, aged between 3 and 11. The school opened in 2008 following the amalgamation of two local schools and has grown from a two-form entry to a four-form entry school.

As part of our Single Equality and Community Cohesion Policy, Bowlee Park Community School adopts an inclusive approach which takes account of the protected characteristics set out in the Equality Act 2010: disability, sex, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. Respect for these characteristics underpins both education and service provision.

We are committed to ensuring that every pupil, irrespective of background or personal circumstance, is supported to achieve high standards and reach their full potential.

Rationale and Ethos

Our school aims and values underpin a whole-school approach to the delivery of **Relationships, Sex and Health Education (RHE)**. We believe pupils are entitled to high-quality, age-appropriate RHE as part of a wider PSHE curriculum and that this should be delivered sensitively and inclusively. We acknowledge the vital role of parents and seek to support them through on-going consultation and ensuring that the policy reflects their views.

We aim to meet the needs of all our pupils and respond to the ranges of cultures and sexual diversity.

Our aim is to:

- Provide an effective RHE programme that meets the needs of all pupils

- Support pupils to understand physical and emotional development
- Equip pupils with the skills to develop healthy, respectful relationships
- Promote self-respect, resilience and positive mental wellbeing
- Enable pupils to make informed and responsible decisions about their health and behaviour

Curriculum design

This policy was developed in consultation with the Headteacher, staff, governors and parents and takes account of the school's legal obligations and the **DfE RHSE statutory guidance (2025)**.

The aim of RHE is to provide children with age-appropriate information, enabling them to explore attitudes and values and develop essential life skills. This empowers pupils to make informed, positive decisions about their health and wellbeing.

The RHE curriculum supports pupils in developing the ability to form and maintain strong, positive relationships. This is underpinned by the deliberate cultivation of character traits and positive personal attributes. RHE plays a vital role in pupils' personal development by fostering resilience, perseverance, self-belief and emotional literacy.

Through RHE, pupils are encouraged to develop core values such as honesty, integrity, kindness, courage, respect and a strong sense of justice. These directly reflect and reinforce our school's values:

- **Kindness** – promoting empathy, care and understanding in relationships
- **Cooperation** – encouraging teamwork, communication and mutual support
- **Respect** – valuing themselves and others, including differences
- **Responsibility** – making safe, informed choices about their health and actions
- **Ambition** – developing confidence, self-belief and aspirations for the future
- **Resilience** – building perseverance and the ability to manage challenges positively

By embedding these values within the RHE curriculum, we support pupils in becoming confident, respectful and responsible individuals, well-prepared for life in modern society.

Curriculum content and progression

The RHE curriculum covers:

- Mental health and emotional wellbeing
- Physical health and healthy lifestyles
- Safe, respectful relationships
- Online safety and digital resilience
- Consent, boundaries and safeguarding

Nursery / Reception

Pupils will learn to:

Me and My Relationships - Autumn 1

- Recognise that everyone is unique

- Name special people in their lives
- Describe a range of feelings and begin to manage them
- Talk about similarities and differences between themselves and others
- Understand that families can be different and that all families provide love and care
- Identify who can help if they feel sad, worried or scared
- Explore ways to help themselves and others in times of need

Valuing Differences - Autumn 2

- Recognise similarities and differences between themselves and others
- Celebrate friendships and include others
- Understand that people may have different cultures and religions
- Show sensitivity towards others and appreciate what makes each person unique
- Recognise shared interests and commonalities
- Develop speaking and listening skills to learn about others
- Understand the importance of kindness and respect

Keeping Safe - Spring 1

- Understand what to do if they feel unsafe
- Recognise potential dangers in different environments (home, school, outside)
- Learn how to stay safe around medicines and unfamiliar substances
- Know age-appropriate ways to stay safe online
- Identify trusted adults in their lives and the wider community
- Talk about how to keep their bodies healthy and safe

Rights and Respect - Spring 2

- Begin to take ownership of their own health and wellbeing
- Understand how their actions can help others
- Care for their home, school and environment
- Recognise that they can make a positive difference
- Talk about how their actions impact others and the natural world

Being My Best - Summer 1

- Talk about healthy choices and activities
- Develop resilience and persistence in learning
- Work cooperatively with others when facing challenges
- Build confidence and a positive attitude towards learning
- Begin to use simple strategies to manage challenges
- Understand how healthy choices support wellbeing

Growing and Changing - Summer 2

- Talk about changes in the natural world and environment
- Describe how babies, animals and plants grow and change
- Understand that people grow and change over time
- Recognise different stages of childhood
- Understand that families are formed in different ways (including adoption)
- Begin to challenge gender stereotypes
- Use correct vocabulary for parts of the body (Reception)

- Know how to keep themselves safe

Key Stage 1

Pupils will learn to:

Me and My Relationships - Autumn 1

- Understand and follow classroom rules, contributing to a safe learning environment
- Recognise, name, and describe a range of feelings
- Understand how feelings influence behaviour
- Develop strategies to manage difficult emotions
- Build positive relationships and recognise qualities of friendship
- Listen actively and communicate respectfully
- Understand bullying vs. isolated unkind behaviour
- Recognise different types of bullying (including online)
- Learn and practise strategies to respond to bullying
- Understand the importance of consent, especially around sharing images

Valuing Difference - Autumn 2

- Recognise similarities and differences between people
- Show respect and empathy towards others
- Understand fairness, kindness, and inclusion
- Identify and respond to unkind behaviour
- Recognise the impact of their actions on others

Keeping Safe- Spring 1

- Recognise safe and unsafe situations
- Identify trusted adults and how to ask for help
- Understand basic online safety and privacy
- Learn about appropriate and inappropriate touch
- Understand personal boundaries and the right to say “no”
- Recognise safe vs. unsafe secrets
- Understand risks online (including sharing information/images)
- Recognise body signals linked to feeling unsafe

Rights and Respect - Spring 2

- Understand how behaviour affects others
- Take responsibility for their environment and belongings
- Learn basic money awareness (spending, saving, value)
- Recognise the importance of fairness and responsibility
- Understand online financial risks (e.g. gaming) – Year 2

Being My Best- Summer 1

- Understand healthy eating (including fruit/vegetables)
- Recognise the importance of hygiene and preventing illness
- Understand the importance of sleep and exercise

- Develop resilience and a positive attitude to learning.

Growing and Changing:

- Understand life stages (baby to adult)
- Recognise how they have changed over time
- Learn about privacy and the correct terminology for the private body parts
- Understand the difference between secrets and surprises
- Understand how to seek help in difficult situations

Lower Key Stage 2

Pupils will learn to:

Me and My Relationships - Autumn 1

- Understand why rules exist and the consequences of breaking them
- Recognise that rules vary depending on age, context, and environment (including online)
- Work collaboratively, demonstrating cooperation and teamwork
- Identify and maintain positive relationships with others
- Use strategies to resolve conflict and repair friendships
- Express opinions respectfully and consider different viewpoints
- Recognise a wide range of emotions and how these affect behaviour and physical state
- Understand what makes a healthy, positive relationship
- Develop assertiveness skills, including saying “no” when needed
- Recognise peer pressure (including dares) and know how to respond safely

Valuing Difference- Autumn 2

- Understand the meaning of community and the benefits of belonging
- Recognise and respect similarities and differences between people
- Use respectful language and challenge viewpoints appropriately
- Develop empathy and appreciate diversity
- Understand prejudice, stereotypes, and reasons for bullying
- Recognise different family structures (including adoption, fostering, and same-sex relationships)
- Identify and respond to discrimination, including name-calling

Keeping Safe - Spring 1

- Identify safe and unsafe situations and know where to seek help
- Understand the difference between danger, risk, and hazard
- Develop strategies to assess and manage risk
- Recognising risks when browsing or communicating online
- Understanding that people online may not be who they say they are
- Knowing how to protect personal information and images
- Understanding the permanence of online content
- The risks associated with smoking, alcohol, and drugs
- Safe use of medicines

- Awareness of screen time and online gaming risks

Rights and Respect - Spring 2

- Understand responsibility within school and the wider community
- Recognise the role of rules and democracy (e.g. school council)
- Identify how their actions affect others
- Learn about money, including income, spending, and saving
- Understand financial decision-making and risks (including online gaming)
- Recognise the role of volunteers and community helpers
- Understand how media can influence opinions

Being My Best - Summer 1

- Understand the importance of a balanced diet using the Eatwell Guide
- Recognise how hygiene prevents the spread of illness
- Understand physical and mental wellbeing
- Develop resilience and a growth mindset
- Work collaboratively and value their own and others' strengths
- Make informed choices about healthy lifestyles

Growing and Changing - Summer 2

- Understand different types of relationships and recognise healthy ones
- Learn about personal space and boundaries
- Understand the difference between safe and unsafe secrets
- Recognise changes that occur as they grow
- Learn correct terminology for body parts
- Understand that marriage and civil partnerships are choices entered freely
- Know that relationships can include same-sex and opposite-sex partners

Upper Key Stage 2

Pupils will learn to:

Me and My Relationships - Autumn 1

- Work collaboratively, understanding the skills and attributes needed for effective teamwork
- Use negotiation and compromise to resolve conflicts
- Recognise and respond appropriately to a wide range of emotions in themselves and others
- Identify qualities of positive, healthy relationships and reflect on their own behaviours within friendships
- Develop assertiveness skills and recognise passive, aggressive, and assertive behaviours
- Understand peer influence and pressure, and practise strategies to resist it
- Recognise how relationships can become unhealthy and know when and how to seek support
- Understand commitment in relationships, including marriage and civil partnership, and that these must be entered into freely

- Understand how communication online can be misinterpreted
- Demonstrate respectful behaviour in digital interactions
- Know how to seek help for online concerns

Valuing Difference - Autumn 2

- Understand and demonstrate respect, empathy, and active listening
- Recognise the impact of exclusion, discrimination, and bullying
- Value diversity and understand the benefits of living in a diverse society
- Understand prejudice, discrimination, and stereotypes (including media influence)
- Recognise how behaviour—both positive and negative—affects others
- Distinguish between friendships, acquaintances, and other relationships

3. Keeping Safe - Spring 1

- Identify and assess risks in a range of situations (including online)
- Develop decision-making strategies to manage risk safely
- Understand the difference between safe and unsafe behaviours
- About drugs, including medicines, alcohol, nicotine, and vaping
- The potential health risks and legal aspects of substance use
- Strategies to respond to bullying (including cyberbullying)
- Protecting personal information and understanding digital footprints
- Recognising that people online may not be who they claim to be
- Understanding the risks of sharing images and content
- Knowing where to seek help and support
- Recognise misinformation, disinformation, and online manipulation – Year 6
- Understand legal implications of sharing explicit images – Year 6

Rights and Respect - Spring 2

- Understand rights, responsibilities, and the importance of rules and laws
- Recognise how democracy works and how they can contribute (e.g. pupil voice)
- Explore the role of communities, volunteers, and local government
- Develop financial literacy (income, spending, saving, debt, interest)
- Understand how public services are funded (e.g. taxes)
- Recognise the influence of media on opinions and behaviour

Being My Best- Summer 1

- Understand habits and how they form
- Make informed choices to support physical and mental wellbeing
- Identify their strengths, talents, and areas for development
- Set goals and develop strategies to achieve them
- Understand the importance of community and their role within it
- Recognise how media representations may not reflect reality
- Apply the “Five Ways to Wellbeing”

Growing and Changing- Summer 2

- Understand emotional changes and develop resilience strategies
- Recognise trusted adults and know how to seek support

- Understand personal safety, including safe and unsafe secrets
- Learn about puberty, including physical and emotional changes
- Use correct terminology for body parts
- Understand menstruation and reproductive processes
- Recognise and challenge myths about puberty
- Understand human reproduction and the role of sperm and egg – Year 6
- Know the legal age of consent and its meaning – Year 6
- Understand risks related to sharing images and peer pressure -Year 6
- Learn about harmful practices such as FGM and how to seek help – Year 6

Teaching and learning

RHE is delivered primarily through the **PSHE curriculum** using the **SCARF** scheme of work. Teaching is delivered by classroom teachers, supported where appropriate by the School Health Team.

A range of teaching methods is used, including discussion, circle time, role play, drama and multimedia resources. Teaching is inclusive, factual and age-appropriate.

Assessment

Assessment is integral to teaching and learning and supports pupils to reflect on their progress in knowledge, skills and understanding.

Organisation and grouping

Pupils are usually taught in mixed-gender classes. On occasion, single-gender groupings may be used where appropriate.

Safeguarding and confidentiality

Teachers cannot offer unconditional confidentiality. Pupils are made aware that concerns relating to safety or wellbeing will be shared in line with safeguarding procedures.

Any disclosures are handled in accordance with the school's **Safeguarding and Child Protection Policy**. Pupils are reassured that seeking help is always the right thing to do and that abuse is never their fault.

Legislation

We are required to teach **Relationships Education** and **Health Education** as set out in the **Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance** (published 2025, effective from September 2026).

Current regulations require that from **September 2020**, all primary schools deliver **Relationships Education**, and this requirement continues under the updated statutory guidance.

At Bowlee Park Community School, we want our pupils to be happy, healthy and safe, and to be well prepared for adult life. Through the teaching of **Relationships and Health Education (RHE)**, we teach the fundamental building blocks and characteristics of positive

relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

This begins with pupils learning:

- what a relationship is
- what friendship is
- what family means
- who the trusted adults are who can support them

From the start of primary school, building on early years provision, pupils are taught how to take turns, treat others with kindness, consideration and respect, understand honesty and truthfulness, seek and give permission, and understand the importance of personal privacy. Pupils learn to establish personal space and boundaries and to recognise the difference between appropriate, inappropriate and unsafe physical and other forms of contact.

Relationships and Health Education is **mandatory from Year 1 to Year 6** (see RHE Progression Document). The biological aspects of RHE, including puberty and the menstrual cycle, are taught as part of the **National Curriculum for Science** and are therefore compulsory for all pupils.

In **Year 6**, pupils are taught age-appropriate sex education content, including the key facts about how a baby is made. As this content goes beyond the statutory science curriculum, **parents have the right to withdraw their child from this element only.**

Equality Act 2010

As a school, we comply with the three main aims of the **Equality Act 2010**, which require public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

RHE is delivered in a **factual, inclusive and age-appropriate way**, ensuring respect for all protected characteristics while remaining consistent with the law.

Linked policies

This policy should be read alongside the following school policies:

- PSHE/Personal Development
- Confidentiality
- Safeguarding and Child Protection
- Anti-Bullying
- Teaching and Learning
- Single Equality and Community Cohesion

Safe and effective practice

Teachers cannot offer unconditional confidentiality. Pupils are made aware of this and supported to understand the reasons why information may sometimes need to be shared to keep them or others safe.

Staff understand that pupils may share information of a confidential nature and will treat such disclosures sensitively, ensuring pupils feel supported and listened to. However, both pupils and staff understand that there are circumstances where information must be shared in order to protect a pupil.

Any concerns relating to safeguarding or child protection are managed in line with the school's **Safeguarding and Child Protection Policy** and local safeguarding procedures.

If a child makes reference to being involved in, or at risk of, sexual activity or exploitation, this will be dealt with through the school's safeguarding procedures, in line with **Keeping Children Safe in Education** and **local safeguarding partnership guidance**.

Responding to pupil questions

It is our aim that pupils feel confident and comfortable asking questions both in class and around school. In most cases, pupils' questions will be answered openly and honestly.

However, if questions are:

- not age appropriate
- overly personal
- or beyond the scope of the lesson

teachers will respond in a measured and sensitive way, appropriate to the child's maturity and level of understanding. Some questions may be addressed individually, and in certain circumstances parental involvement may be required. Teachers establish a supportive classroom climate with agreed ground rules and appropriate language.

Challenging inappropriate behaviour and bullying

The school challenges inappropriate comments and behaviours, including homophobic bullying, gender stereotyping and discrimination, in line with the **Anti-Bullying Policy**.

All forms of bullying are taken seriously. Incidents are addressed promptly, recorded appropriately and managed through support for the victim and clear consequences for the perpetrator. Where necessary, parents are informed and external agencies may be involved.

Working with parents and carers

We recognise that parents and carers are the primary educators of their children and play a vital role in supporting Relationship and Health Education (RHE). We are committed to working in partnership with families to ensure that pupils receive consistent, supportive messages about relationships, health and wellbeing.

We aim to raise awareness of the breadth and purpose of the RHE curriculum through regular communication. Parents and carers are informed via newsletters and other school

communication about what is being taught and how it is delivered. This policy, alongside the PSHE long-term plan, is available on the school website for transparency.

We understand that some parents and carers may have questions or concerns regarding RHE content. We encourage open and constructive dialogue and invite parents to discuss any queries with members of the senior leadership team and PSHE Lead.

Monitoring and evaluation

The school is committed to delivering a high-quality and effective Relationships and Health Education (RHE) programme. We recognise the importance of regular monitoring and evaluation to ensure that provision meets the needs of all pupils and reflects current statutory guidance.

The RHE curriculum is monitored and evaluated by the PSHE Lead and Governors through a range of activities, which may include lesson observations, learning walks, pupil voice, staff feedback, reviews of planning and resources, and scrutiny of pupils' books. This ensures consistency, progression and impact across the school.

This policy will be reviewed every two years, or sooner in response to changes in Department for Education (DfE) or Local Authority guidance, or as part of the school's ongoing commitment to continuous improvement.

Dissemination of the policy

- All staff and governors receive a copy of this policy
- Copies are available from the school office on request

Policy agreed by governors: Yes

Date: 6.5.26

Appendices (updated)

- DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (2025)
- Equality Act 2010
- DfE *Keeping Children Safe in Education* (current)
- DfE *Working Together to Safeguard Children*
- PSHE Association guidance
- Rochdale LA guidance (*Talking SRE*)