



Relationship and Health Education Policy

Approved by:	Kirsty Burridge
Last reviewed:	August 2025
Next Review by:	September 2026
Review Cycle:	Annual

1. Statement of Intent

Blue Sky Independent School is committed to providing a safe, supportive, and inclusive environment in which pupils develop the knowledge, skills, and confidence to:

- Build and maintain healthy relationships.
- Understand their physical, emotional, and mental health.
- Make informed choices and keep themselves safe.
- Respect themselves and others.

Our Relationships Education (RE) and Health Education (HE) programme is **tailored to SEMH pupils**, acknowledging their diverse social, emotional, and mental health needs. It aims to foster **resilience, self-regulation, and positive social interaction**, while equipping pupils with practical strategies for real-life challenges.

2. Legal Framework

This policy has due regard to:

- **Education Act 1996 & 2002**
- **Children and Social Work Act 2017**
- **Equality Act 2010**
- **Keeping Children Safe in Education (KCSIE) 2025**
- **Relationships Education, Relationships and Sex Education (RSE), and Health Education (2020)** statutory guidance
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework (2019)

It operates alongside the school's:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy

3. Aims

The RE and HE curriculum aims to:

- Promote understanding of **physical, emotional, and mental health**, including puberty, hygiene, nutrition, and wellbeing.
- Teach pupils about **healthy relationships**, respect, consent, and boundaries.

- Support pupils to **recognise and manage emotions**, develop empathy, and cope with challenges.
- Equip pupils with skills to **keep themselves safe online and offline**.
- Support pupils with SEMH needs in **building positive peer and adult relationships**.

4. Scope

- **Relationships Education** (compulsory for all pupils):
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe
- **Health Education** (compulsory for all pupils):
 - Mental wellbeing
 - Internet safety and harms
 - Physical health and fitness
 - Healthy eating
 - Drugs, alcohol, and tobacco
 - Basic first aid
 - Changing adolescent body, puberty, and reproduction

Note: Relationships and Sex Education (RSE) beyond the statutory Relationships Education can be tailored for older pupils, with parental consultation where appropriate.

5. Delivery Principles

- **Individualised Approach:** Learning is adapted to pupils' SEMH needs, developmental stage, and prior knowledge.
- **Trauma-Informed:** Sessions are delivered sensitively, recognising pupils' past experiences and vulnerabilities.
- **Safe Environment:** Pupils are encouraged to ask questions and discuss issues in a safe, supportive setting.
- **Inclusive:** Teaching is inclusive of all genders, sexual orientations, cultures, religions, and abilities.

- **Multi-Disciplinary Input:** Specialist staff, mental health professionals, or external providers may contribute.

6. Teaching and Learning

- Delivered by trained staff, supported by **specialist SEMH strategies**.
- **Small group or 1:1 sessions** may be used for pupils who need more personalised support.
- Uses **active, experiential learning**: role-play, discussion, social stories, and scenario-based activities.
- **Pupils' voice** is incorporated through discussion, feedback, and reflective exercises.

7. Safeguarding and Confidentiality

- Teachers follow safeguarding procedures; disclosure of harm is **acted on immediately** per the Safeguarding Policy.
- Pupils are informed about **boundaries of confidentiality**: serious concerns will be shared with designated safeguarding leads (DSLs).
- External agencies involved in teaching must adhere to safeguarding protocols.

8. Assessment, Recording, and Reporting

- Assessment is **formative and developmental**, tracking pupils' understanding of relationships and health concepts.
- Staff keep **brief, factual records** of sessions delivered and individual progress.
- Where appropriate, progress informs **EHCP reviews, therapeutic support, and behaviour interventions**.

9. Parental Engagement

- Parents are informed about the RE and HE curriculum and resources used.
- Consultation occurs for sensitive topics, particularly for older pupils or where additional SEMH needs may affect content delivery.
- Parents have the right to **withdraw their child from RSE lessons** beyond statutory Relationships Education; alternatives are provided to support learning and wellbeing.

10. Roles and Responsibilities

Headteacher

- Ensures statutory compliance and effective implementation.
- Ensures staff are trained and supported.
- Monitors quality of teaching and pupil outcomes.

Staff

- Deliver lessons sensitively, in line with policy and pupils' needs.
- Report safeguarding concerns promptly.
- Collaborate with parents, healthcare professionals, and therapists.

Parents

- Support learning at home by discussing health and relationships issues where appropriate.
- Provide relevant information about their child's needs.

Pupils

- Engage with learning activities.
- Respect the views and experiences of others.

11. Behaviour Management in RE and HE

- Staff follow the school's **Relational Policy**, adapted for SEMH pupils.
- Positive reinforcement, de-escalation, and restorative approaches are prioritised.
- Incidents are logged and reviewed to inform future support and risk assessments.

12. Resources and External Support

- Age-appropriate, evidence-based materials are used.
- Where needed, external specialists provide targeted support, e.g.:
 - Educational psychologists
 - SEMH therapists
 - Sexual health or drug awareness educators

13. Monitoring and Review

- Policy is reviewed **annually** by the Headteacher and Advisory Team.
- Updates are informed by changes to legislation, statutory guidance, or pupil needs.
- Feedback from staff, pupils, and parents is used to improve delivery.

Key Messages

- RE and HE are **integral to pupils' SEMH development and wellbeing**.
- Learning is **inclusive, trauma-informed, and personalised**.
- Safeguarding is embedded in every session.
- Parents and pupils are partners in learning.