



TRURO  
SCHOOL

PREP SCHOOL

# Relationships and Health Education Policy

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A copy of this policy is published in the following areas:  
The school's website  
Link in staff handbook  
Staff shared area  
Reviewed: July 2025  
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Created by: Assistant Head (Pastoral)

# Truro School Prep Relationship and Health Education Policy

*A copy of this is published in the following areas:*

*Staff Handbook*

*Staff Intranet*

*Parents' Handbook*

*School Website*

Created: January 2018

Reviewed and updated: September 2025

Date for next review: September 2026

Updated March 2026

Created by: Head of Prep and Assistant Head (Pastoral) (including consultation with governors and parents).

## A. Introduction

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Relationship, health and sex education at Truro School Prep is firmly rooted in the framework for PSHE. We acknowledge that effective relationship and sex education is essential if our children are to develop into young people, and later adults, who are able to make responsible and well-informed decisions about their well-being, health and relationships and to build their self-efficacy. Relationship and Health education is learning about the emotional, social and physical aspects of growing up, relationships, and sex. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme gives children essential skills for building positive, enjoyable, respectful and nonexploitative relationships and for staying safe both on and offline. It will provide information and knowledge to develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

Although as an Independent School, Truro School Prep is not required to teach Health Education, as a school we regard this as a valuable and useful life skill, so continue to embrace the teaching of this unit within (and beyond) the PSHE curriculum.

## B. Aims of Relationship and Health Education

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At Truro School Prep, through our Relationship Education we aim to teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults. Furthermore, through the Health Education programme we aim to teach the characteristics of good physical and mental wellbeing, recognising that mental wellbeing is a normal part of daily life in the same way as physical health.

## C. Content

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The Relationship and Health programme:

- Contains three main elements: attitudes and values; personal and social skills; knowledge and understanding;
- Provides information which is easy to understand, relevant, sensitive and appropriate to the age and maturity of the pupils;
- Encourages the exploration and clarification of values, attitudes and relationships as discussed in the PSHE programme;
- Is taught at age-appropriate stages.

See below for details of the content of the course taught through PSHE and science lessons. There will be revision of key elements with an increase in depth each year.

### **Relationship Education**

Families and people who care for me (including recognition of different types of marriage and family set ups)

Caring friendships (and what I like about other people)

Respectful relationships

Online relationships (also see Online Safety Policy)

Being safe – (saying no)

### **Health Education**

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body

**NB** It should be noted that as part of the Health Education strand, elements of puberty and the changing adolescent body are compulsory and therefore parents may not exempt their children from these lessons. Where appropriate these lessons are taught within separate boy/girl groups, however appropriate elements are covered in all lessons so that children know about both gender experiences. These elements include but are not exclusive to:

- Bodily processes during puberty and adolescence – how and when this will happen
- Changes in boys and girls
- Male and female anatomy
- Personal hygiene
- What to expect during menstruation
- Strategies for managing menstruation
- Sanitary protection
- Emotional changes including mood swings
- Erections and wet dreams

## **Sex Education**

At Truro Prep we conclude that Sex Education refers to human reproduction and therefore believe that children should understand the facts about human reproduction before they leave school. The human life cycle as set out in the National Curriculum for science covers how a baby is conceived and born. These elements are covered again through our PSHE curriculum. The 'Changing Me' puzzle in JIGSAW is all about coping positively with change and includes:

Nur/ Rec: Growing up: how we have changed since we were babies.

Yr1: Boys' and girls' bodies; correct names for body parts.

Yr2: Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Yr3: How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Yr4: Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Yr5: Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Yr6: Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams.

## **D. Partnership with Parents and Right to Withdrawal from Sex Education**

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It is noted that parents DO NOT have the right to withdraw their child(ren) from the Relationship Education or Health Education teaching. Neither from science lessons where the human life cycle is taught including how a baby is conceived and born. However, the governors and teachers of the school recognise that sex education is the right and responsibility of the parent. The school aims to provide sex and relationship education to support parents in fulfilling their responsibility. This education seeks to ensure that both boys and girls are prepared for the changes that adolescence brings.

The school is committed to working with parents and recognises that under the Education Act 1993 parents have the right to request that their child be withdrawn from some or all of Sex Education delivered by the school in PSHE. Parents wishing to exercise this right are invited to see the Assistant Head (Pastoral) who will explore the concerns of the parents and discuss the impact the withdrawal may have on the child. Discussion will take place over the possible negative feelings that may result from exclusion and the ways in which these can be minimised. If parents still ask for their child to be exempt from lessons this should be in writing. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed, again, in writing.

Sex education materials used in school will be made available to parents if requested.

## **E. Organisation and Delivery of Relationship and Health Education**

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Relationship and Health Education is co-ordinated by the Assistant Head (Pastoral) in close conjunction with the Head of Prep.

Truro School Prep has a Christian ethos, which influences the delivery of PSHE. From the beginning of their time in the school children are taught:

- how to take turns
- how to treat each other with kindness consideration and respect
- the importance of honesty and truthfulness
- permission seeking and guidance
- the concept of personal privacy.

In addition, where sex education is taught other than within science, the school will:

- Foster an understanding of children's sexual and emotional development;
- Help and support children through their physical, emotional and moral development;
- Create an atmosphere where children are able to consider and enquire about their own development without fear or shame;
- Teach children to understand human sexuality and to respect themselves and others;
- Encourage children to respect others' privacy;
- Encourage children to talk openly with their own parents or a trusted adult;
- Reflect the school ethos of responsibility for children's own actions;
- Promote the idea that sex is something to experience in a stable and loving relationship.

Delivery will be:

- During PSHE lessons
- Through planned aspects of science
- Computing lessons
- PE lessons
- Invited guests for workshops (e.g. internet safety talks)
- Assemblies

Who will teach it?

- Form teachers, science, computing or PE teachers and/or Assistant Head (Pastoral).

Teaching Methods

- Discussion
- Presentation
- Single gender sessions including anonymous question and answer opportunities
- Formal science lessons

## **F. Monitoring Review and Evaluation of the programme**

This policy is reviewed annually by the Assistant Head (Pastoral), Head and governors. In addition, parents are consulted and any comments about the RHE programme are recorded and given serious consideration as part of the review process.

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- Elements of the Relationship and Health programme in the science curriculum will be assessed formally.
- Evaluation forms will be filled in at the end of the programme by pupils to help highlight the most helpful aspects of the sessions and to identify areas for improvement.
- Form teachers will direct pupil comments to the Assistant Head (Pastoral) who will feed back evaluation to the Head of Prep after sessions.

## **G. Inclusion and Equal Opportunities**

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Truro School Prep is committed to working towards equality of opportunity in all aspects of school life. All resources and methods have been checked against the following equal opportunities criteria:

### Resource checklist

- Is it likely to appeal to its proposed audience?
- Is it consistent with the policy aims and objectives?
- Is it appropriate for the needs of the children in terms of language, images, attitude, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it take into account the ethnicity and religious beliefs of children from other backgrounds?
- Is there an undue bias in the resource?
- Will any staff training be needed?
- Does it conform to the legal requirements for sex education?
- Is it factually correct?
- Will staff be comfortable using this resource?
- Have suitable adjustments been made for children with SEND?

The school recognises that those with special educational needs will receive differentiated material and teaching styles as appropriate. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and adjust their teaching and monitoring as a result. The school recognises the differing needs of both sexes within the school and will offer single sex guidance and instruction where appropriate. The school is aware of the cultural diversity of its pupils and of the wider community, and educates pupils to understand and respect differences in customs and belief. The needs of EAL pupils are acknowledged, and teachers will ensure that materials will be presented in a clear and comprehensible way.

## **H. Confidentiality and Advice**

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The school recognises that the RHE and SE programmes may raise issues in which advice and confidentiality may be necessary. Guidelines on how staff should deal with such issues are stipulated in the Child Protection and Safeguarding Policy, the Staff Code of Conduct and in the Staff Handbook.

As a rule, the person delivering aspects of the RHE and SE programmes will maintain a child's confidentiality. If a person believes that a child is at risk or in danger this will be referred to the DSL in the first instance, after which the Head of Prep will be consulted (as stipulated within the Child Protection and Safeguarding policy). The child concerned will be informed that confidentiality is being breached and the reasons why and the child will be supported throughout the process.

## I. Specific Issues Statements

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- Safeguarding

The school has a safeguarding policy that is available on our website.

- Answering difficult questions

Sometimes an individual child may ask explicit or difficult questions in the classroom. Although it is important that discussions are honest and direct, sometimes it may be considered more appropriate to address some issues individually with a child later. Children concerned about their own sexual and emotional development will be encouraged to talk about it with an appropriate person. Staff delivering the content will have an agreed response to give the same amount of information.

- Use of visitors

There are various people who can resource and support school-based relationship, health and sex education. These people may include parents, the school nurse, religious or health professionals.

- Religion and faith

Relationship, health and sex education is taught at Truro School Prep recognising both the Methodist heritage of the school and the predominantly Christian demography of Cornwall. However, as part of the curriculum we also teach about faith perspectives when looking at different types of relationship. The school will also comply with the relevant provisions of the Equality Act 2010 where religion or belief are amongst the protected characteristics.