



Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.

**Stelling Minnis CE Primary School**

**RSHE**

# **Relationships, Sex and Health Education**

## **Policy**

**Ratified by Governing Body: 29.6.26**

**Reviewed Annually**

## 1. Objectives of this Policy

Children are entitled to learn about RSHE (Relationships, Sex, Health Education) in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others. They need to be equipped with language and tools to develop healthy resilient relationships, in age-appropriate ways. This is especially vital in an internet age where they have far greater exposure to information than before, much of which reaches them from outside the safety of the classroom or family context. Our school's approach to RSHE Education will be sensitive to the age and aptitude of the children, but be straightforward and factual in line with our legal and statutory obligations and good pedagogy. This policy reflects the updated DfE RSHE statutory guidance (2025), to be fully implemented from September 2026. It will be monitored by the Senior Leadership Team and reviewed annually.

## 2. Context

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE contributes to promoting the spiritual, moral, cultural, mental and physical development of young people and can make a positive contribution to children and young people's personal and social development and the development of positive self-esteem.

## 3. Legal Requirement

The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020. Sex Education is not compulsory in primary schools. The science national curriculum in key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. However, the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in the transition phase before moving to KS3.

Health Education is compulsory in all maintained primary schools.

All schools are also required in law to meet the Equality Act 2010.

#### 4. The Curriculum

At Stelling Minnis CE Primary School, our Relationships and Sex Education curriculum is delivered through the Jigsaw scheme of learning as follows.

<b>Term</b>	<b>Unit</b>	<b>Content</b>
<b>Autumn 1</b>	Being Me in my World	World Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1</b>	Dreams and Goals	Goals Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2</b>	Healthy Me	Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2</b>	Changing me	Includes Relationships and Sex Education in the context of coping positively with change

Through the teaching of RE, it will also cover areas such as:

- Friends, Family and Community
- The Natural World
- Christianity

- Ourselves and the Community

The national curriculum for Science covers reproduction in both animals and plants. It also covers healthy lifestyles and growing up. These are included in the following topics:

- Animals including Humans
- Plants
- Living Things and their habitats.

There is no right to withdraw from Relationships or Health Education at primary school.

The relationships curriculum is taught progressively and covers statutory Relationships and Health Education content as outlined in DfE guidance, including online safety, respectful relationships, personal boundaries, and mental wellbeing.

The Sex Education curriculum is an important part of the transition phase before moving to secondary school and this supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.

Areas to be covered include:

- Exploring physical and emotional changes which take place during puberty
- Addressing concerns and worries of young people going through puberty
- Exploring the idea of meaningful relationships and the roles and relationships in a family

## 5. Right to withdraw

Parents have the right to withdraw their child from some or all non-statutory sex education. There is no right to withdraw from Relationships Education, Health Education or the science curriculum. At Stelling Minnis CE Primary School, written parental permission for these lessons in Year 5/6 will be sought. If a child is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the time of withdrawal.

## 6. Delivery of the Curriculum

RSHE at Stelling Minnis CE Primary School will be taught using the Jigsaw scheme of work. RSHE is taught progressively from EYFS through to Year 6, with age-appropriate content, building knowledge and understanding over time.

Our RE curriculum will be delivered using the Understanding Christianity scheme, as well as RE plans from the Canterbury Diocese for the study of other religions. Our Science curriculum follows the Kent scheme of work. Details of coverage for RSHE, PSHE, Science and RE can be found at: [https://www.stelling-minnis.kent.sch.uk/web/our\\_curriculum\\_vision/665042](https://www.stelling-minnis.kent.sch.uk/web/our_curriculum_vision/665042) and by clicking on the subject tabs.

#### 7. Child Protection / Confidentiality

Teachers need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher / Designated Child Protection person in line with the LEA procedures for child protection.

#### 8. Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers must use their professional judgement when answering a sensitive question, balancing the appropriateness of the question and a pupil's need to know. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual pupil's needs.

#### 9. Cross-Curricular Links

RSHE has many cross-curricular links, in particular the national curriculum science programme of study. However, the development of life skills is a theme throughout the school within the programme for personal, social and health education and is enshrined in the values that underpin the ethos of the school.

#### 10. Differentiation and special educational needs

Stelling Minnis CE Primary School will ensure that our teaching and materials are appropriate to the pupils whilst making it accessible to those with SEND. We are aware that while some pupils may have a fairly broad knowledge of issues, there are those with little knowledge at all. Teachers will be sensitive to this and lessons planned to take account of the pupils' age, experience and maturity.

## 11. Equal Opportunities

The school's equal opportunities policy applies to the RSHE curriculum. Resources selected to support the programme will be free from cultural bias and will avoid gender stereotyping. Teaching will reflect that families may take many forms, including single parents, same-sex parents, and blended families. All teaching will be inclusive and in line with the Equality Act 2010 and the Church of England's guidance to ensure every child feels valued and respected.

## 12. Useful Documents and Resources

Our RSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool ([educateagainsthate.com](http://educateagainsthate.com))
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Alternative Provision (statutory guidance) Alternative provision - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK ([www.gov.uk](http://www.gov.uk))
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK ([www.gov.uk](http://www.gov.uk))
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com))
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) Promoting fundamental British values through SMSC - GOV.UK ([www.gov.uk](http://www.gov.uk)) As well as key documents from the Church of

England: "Valuing All God's Children, Guidance for Church of England Schools in Challenging Homophobic Bullying" May 2014 pages 60-62  
<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf> This policy reflects the Church of England's RSHE Principles and Charter (2019), ensuring teaching is inclusive, affirming and rooted in Christian values.

