

St Stephen's C.E Primary School



Relationships, Sex and Health Education policy RSHE

Approved by: Philip Ratcliff, Chair of Governors **Date:** 09 January 2026

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This policy provides the framework through which Relationships, Sex and Health Education is taught at St Stephen's. It relates to the aims and values of the school, which are embedded in the strong Christian ethos of St. Stephen's.

“In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.”

(Church of England Education Office Response to a Call for Evidence on Curriculum p1)

Relationships, Sex and Health Education (RSHE) at St. Stephen's is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a Church school, where all are respected, valued and encouraged.

It is in this context that RSHE is taught at St. Stephen's.

1. Policy Statement

At St Stephen's CofE Primary School, we are committed to providing a high-quality relationships, sex and health education (RSHE) curriculum that reflects our Christian values, meets statutory requirements, and supports the needs of all pupils aged 5-11. Our aim is to equip our children with the knowledge, skills and values to form healthy, respectful relationships and make informed choices about their wellbeing.

2. Aims

Our RSHE curriculum aims to:

- Provide children with the knowledge to make informed decisions about their wellbeing, health and relationships
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy **in line with our Christian values**
- Support pupils to develop resilience, self-esteem and confidence
- Create a positive culture around issues of sexuality and relationships that is age appropriate
- Teach pupils the correct vocabulary to describe themselves, their bodies and changes to their bodies.

3. Statutory requirements

We follow the Department for Education's 2025 statutory guidance for RSHE, ensuring that:

- Relationships education is compulsory for all primary pupils

- Health education is compulsory for all primary pupils
- Sex education is delivered in line with the needs of our pupils and the ethos of our school as a Church of England academy
- Parents/carers have the right to withdraw their child from non-statutory sex education lessons

[See full DfE requirements here](#)

4. Curriculum

We use the **Kapow RSHE Curriculum**, which is fully compliant with statutory requirements and is delivered in a manner that reflects our school's Christian ethos.

Coverage includes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Physical health and mental wellbeing
- Growing and changing (including puberty)
- Basic first aid

Where sex education (beyond the science curriculum) is provided, it will be age-appropriate, rooted in our school values, and developed in consultation with parents, staff and governors.

Outlines of RSHE lessons relating to puberty and sexual reproduction are available for perusal on the school website and lesson videos can be previewed in school on request.

5. Delivery of RSE

RSHE is delivered within the personal, social, health and economic (PSHE) education curriculum as discrete lessons using the **Kapow RSHE Curriculum**, as well as through wider curriculum links (e.g., science, RE, computing).

- Lessons are age-appropriate and tailored to the developmental stage of pupils
- All teaching is underpinned by our school's Christian ethos and values
- Staff receive regular training to ensure high-quality, sensitive delivery
- Some lessons will be taught in separate groups of boys and girls.
- Some lessons will have a question box available for pupils to ask pertinent questions that they not want to ask in front of their peers.
- Teachers will respond to pupil's questioning in line with the school policy by being factual and age appropriate. Where unsure, teachers will seek advice from the RSE leader and Headteacher and inform parents where appropriate.
- Information presented in lessons will clearly distinguish between fact and opinion. Differing perspectives can be presented to stimulate discussion but the overall material will be balanced.
- Critical evaluation of information they encounter will be developed: checking a range of sources; identifying 'fake news'; and understanding how social media sites filter and tailor information to match individuals' pre-existing beliefs and attitudes (the 'filter bubble').

6. Roles and responsibilities

The governing board: Approves the RSHE policy, and holds the headteacher to account for its implementation.

The headteacher: Ensures RSHE is taught in line with statutory requirements and school ethos.

RSHE Lead: Oversees planning, staff training, staff support, conversations with parents, and curriculum delivery

Class Teachers: Deliver RSHE lessons, adapt materials as needed and ensure letters are sent and materials are available to view. (Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the RSHE lead / headteacher.

Pupils: Fully engage in RSE with maturity, asking questions and treating others with respect and sensitivity.

7. Working with Parents/Carers

- Parents/carers are informed about the RSHE curriculum and consulted on policy changes
- Letters are sent before lessons to inform, curriculum materials are available for viewing in advance and parents have the opportunity to ask questions prior to the teaching.
- Parents/carers can withdraw their child from **non-statutory** sex education by written request to the headteacher. Requests for withdrawal should be put in writing using the form found in *Appendix 4* of this policy and addressed to the headteacher. These lessons are marked in red on the curriculum overview.

8. Safeguarding

RSHE is a key part of our safeguarding approach. If disclosures are made during RSHE lessons, staff will follow the school's safeguarding policy and procedures.

9. SEND Provision

RSHE will be adapted appropriately for those pupils with SEND in discussion with the SEND lead and in line with their Individual Education plans. As some SEND pupils may be more vulnerable to exploitation, bullying, or abuse, RSHE is particularly important to develop confidence, resilience and the knowledge of how to ask for help.

10. Monitoring and Review

- The RSHE lead and SLT will monitor the curriculum, delivery and impact of RSHE
- This policy will be reviewed every three years.

Next review September 2028

Appendix 1: Curriculum map

Relationships and sex education curriculum map

<p>EYFS</p> <p>FS1 - Nursery</p> <p>FS2 - Reception</p>	<p><u>Making Relationships:</u></p> <p>FS1: Plays in small groups, makes relationships, initiates play, and offers cues to peers. Responds to what others say. Demonstrates friendly behaviour, initiates conversations and forms good relations with peers and familiar adults.</p> <p>FS2: Initiates conversations, listens to others. Explains own knowledge and understanding. Ask appropriate questions. Takes steps to resolve conflicts and makes compromises. Plays cooperatively with others and takes turns. Takes account of others' ideas. Shows sensitivity to others. Forms positive relationships with adults and peers.</p> <p><u>Self-confidence / Awareness:</u></p> <p>FS1: Selects and uses activities and resources with help. Enjoys responsibility of carrying out small tasks. Confidently talks to peers when playing. Communicates freely about home and community. Asks for help.</p> <p>FS2: Confident to speak to others about own needs, wants interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities. Say why they like something. Confident to talk in a familiar group. Talks about their ideas. Chooses resources they need for an activity. Say when they need or do not need help.</p> <p><u>Managing Feelings/Behaviour:</u></p> <p>FS1: Begins to accept the needs of others. Takes turns and shares resources. Adapts behaviour to different events, social situations and changes in routine. Is aware of own feelings and how you can hurt others. Can tolerate delay when needs are not immediately met and understands this.</p> <p>FS2: Begin to be able to negotiate and solve problems without aggression. Talks about how they and others show feelings. Talks about their own, others behaviour, and its consequences. Works as part of a group or class, understands, and follows rules.</p>
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RSE / PSHE Overview For KS 1 and 2 * RSE Lessons - send to letter to parents Non statutory RSE lessons - right to withdraw letter to be sent

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<ul style="list-style-type: none"> Setting ground rules Families and relationships What is a family? What are friendships? Recognising others emotions Working with others Friendships problems Healthy friendships Gender stereotypes 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Understanding my emotions What am I like? Ready for bed Relaxation Handwashing and personal hygiene Sun safety Allergies People who help us keep healthy 	<p>Safety and the Changing Body</p> <ul style="list-style-type: none"> Adults in school Adults outside Getting lost Making an emergency phone call Appropriate contact Safety with substances Safety at home People who help to keep us safe 	<p>Citizenship</p> <ul style="list-style-type: none"> Rules Caring for others: animals The needs of others Similar yet different Belonging Democratic decisions 	<p>Economic Wellbeing</p> <ul style="list-style-type: none"> What is money? Keeping money safe What is a bank? Saving and spending Jobs in schools Jobs out of school 	<p>Transition</p> <ul style="list-style-type: none"> Strengths and transitions <p><i>Catch up any missing lessons relevant to the cohort.</i></p>

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	<ul style="list-style-type: none"> Setting ground rules Families and relationships Families offer stability Families are all different The others' feelings Unhappy friendships Introduction to manners and courtesy Change and loss Gender stereotypes - careers and jobs 	Health and Wellbeing <ul style="list-style-type: none"> Experiencing difficult emotions Being active Relaxation - breathing exercises Steps to success Developing a growth mindset Healthy diet Looking after our teeth 	Safety and the Changing Body <ul style="list-style-type: none"> Introduction to the internet Communicating online Secrets and surprises Appropriate contact: My private parts * Appropriate contact: My parts are private * Respecting personal boundaries Road safety Crossing roads safely Staying safe with medicine 	Citizenship <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment Job roles in our local community Similar yet different - my local community School council Giving my opinion 	Economic Wellbeing <ul style="list-style-type: none"> Where does money come from? Exploring needs Exploring wants Bank cards and accounts My skills and talents Everyone is welcome 	Transition <ul style="list-style-type: none"> Change causes mixed feelings <p><i>Catch up any missing lessons relevant to the cohort.</i></p>
3	<ul style="list-style-type: none"> Setting ground rules Families and relationships Healthy families Friendship and conflict Friendship: Conflict vs bullying Effective communication Learning who to trust Respecting differences in others Stereotyping: Gender Stereotyping: Age 	Health and Wellbeing <ul style="list-style-type: none"> My healthy diary Relaxation: Stretches Wonderful me My superpowers Resilience: Breaking down barriers Communicating my feelings Diet and dental health 	Safety and the Changing Body <ul style="list-style-type: none"> First Aid: Emergencies and calling for help First Aid: Bites and stings Be kind online Cyberbullying Fake emails Making choices Influences Keeping safe out and about 	Citizenship <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling Local community groups Charity Local democracy Rules 	Economic Wellbeing <ul style="list-style-type: none"> How do people pay for things? What does budgeting mean? How do people feel about money? What happens when people spend money? What careers do people have? Can anyone be anything? 	Transition <ul style="list-style-type: none"> Coping strategies <p><i>Catch up any missing lessons relevant to the cohort.</i></p>
4	<ul style="list-style-type: none"> Setting ground rules Families and relationships Respect and manners Healthy friendships How my behaviour affects others Bullying Stereotypes: Gender Stereotypes: Disability Families in the wider world Change and loss 	Health and Wellbeing <ul style="list-style-type: none"> Looking after our teeth Relaxation: Visualisation Celebrating mistakes Meaning and purpose: My role My happiness My emotions Mental Health 	Safety and the Changing Body <ul style="list-style-type: none"> Internet safety: Age restrictions Share aware First Aid: Asthma Privacy and secrecy Consuming information on line Growing up Introducing puberty * Tobacco 	Citizenship <ul style="list-style-type: none"> What are human rights? Caring for the environment Community Contributing Diverse communities Local councillors 	Economic Wellbeing <ul style="list-style-type: none"> What is value for money? Why keep track of money? What ways are there to look after money? What influences career choices? Why make a career change? How can workplace stereotypes be challenged? 	Transition <ul style="list-style-type: none"> Setting goals <p><i>Catch up any missing lessons relevant to the cohort.</i></p>

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<ul style="list-style-type: none"> Setting ground rules Families and relationships <ul style="list-style-type: none"> Build a friend Friendship skills Marriage Respecting myself Family life Bullying Stereotyping: Gender Stereotyping: Race and religion 	Health and Wellbeing <ul style="list-style-type: none"> Relaxation: Yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety 	Safety and the Changing Body <ul style="list-style-type: none"> Online friendships Staying safe online Puberty * Menstruation * Emotional changes in puberty First Aid: Bleeding and head injuries Alcohol, drugs and tobacco: making decisions 	Citizenship <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet Contributing to the community Pressure groups Parliament 	Economic Wellbeing <ul style="list-style-type: none"> Why prioritise needs over wants? What is a weekly budget? What is borrowing and loaning? What are the risks of handling money online? Why challenge workplace stereotypes? What makes a suitable career? 	Transition Roles and responsibilities <i>Catch up any missing lessons relevant to the cohort.</i>
6	<ul style="list-style-type: none"> Setting ground rules Families and relationships <ul style="list-style-type: none"> Respect Respectful relationships Stereotypes: Attitudes Challenging stereotypes Resolving conflicts Change and loss 	Health and Wellbeing <ul style="list-style-type: none"> What can I be? Relaxation and mindfulness Taking responsibility for my health The impact of technology on health Resilience toolbox Immunisation Good habits and bad habits Physical health concerns 	Safety and the Changing Body <ul style="list-style-type: none"> Alcohol Critical digital consumers Social media Physical and emotional changes at puberty Conception: consent letter needed (yet to be approved) Pregnancy and birth: consent letter needed (yet to be approved) First Aid: Choking First Aid: Basic life support 	Citizenship <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others Prejudice and discrimination Valuing diversity National democracy 	Economic Wellbeing <ul style="list-style-type: none"> Navigating feelings about money How do people keep money safe? What money responsibilities are there at secondary? What are the risks of gambling? What is a workplace? What career routes are there? 	Identity <ul style="list-style-type: none"> What is identity? Identity and body image Transition <ul style="list-style-type: none"> Dealing with change <i>Catch up any missing lessons relevant to the cohort.</i>
British Values	Individual liberty Mutual respect Tolerance	Mutual respect	The rule of law Individual liberty	Democracy The rule of law	Individual liberty	Individual liberty Mutual respect Tolerance

Appendix 2: By the end of primary school pupils should know...

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● 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 ● 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 ● 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 ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● 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 ● 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
Respectful relationships	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 ● 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 ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● 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 ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● 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 ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources
Sex and Relationships	<ul style="list-style-type: none"> ● What is a healthy safe relationship ● What changes happen in puberty ● How a baby is made.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	