



STOKES WOOD
PRIMARY SCHOOL

Relationship, Sex and Health Education Policy

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Curriculum Policy

Approved by: Val Moore (Chair of Governors)

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Version	Version Date	Author	Summary of Changes
V0.1	May 2026	Megan Williams	Draft policy created – refined structure and content in line with RSHE guidance.
V0.2	June 2026	Megan Williams	Consultation with staff, parents and pupils
V0.3	June 2026	Megan Williams	Changes made to policy considering PSHE curriculum overview. Final version presented to Governing Board.
V1.0	June 2026	Megan Willaims	Policy approved by the Governing Board

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1. School Vision

Stokes Wood Primary School is an ambitious place. We aim to help every child become a global ambassador, ready to explore and understand the world around them. We encourage our children to be curious, ask questions and seek answers as they learn. Our children are confident in sharing their ideas and opinions. They know how to listen and communicate with kindness and respect. We believe in a community where there are no outsiders– everyone belongs and every voice is heard. Above all, we nurture their well-being, ensuring they grow into healthy, balanced individuals committed to lifelong learning and positive change. Together, we create a caring and supportive environment where everyone can grow and succeed, ready to make a positive difference in Leicester and beyond!

2. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Stokes Wood Primary School, we teach RSHE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – The PSHE lead and Senior Leadership Team looked through the existing RSHE Policy as well as local and national guidance for Relationships Education. The policy was then reviewed, reflecting any advice and changes at local and national level.
2. Staff consultation – all school staff were sent the amended draft policy and were invited to comment on the policy and make suggestions/amendments.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we spoke to pupils to see what they want from their RSE lessons.
5. Governor consultation – all governors were sent the draft policy and invited to comment on the policy and make suggestions/amendments.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Aims and Objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships, Sex and Health Education (RSHE).

The intent of RSHE at our school is to ensure all children have the opportunity to develop the knowledge and skills to keep themselves happy, healthy and safe, now and in the future.

The aims of the curriculum are designed to:

- Support children in becoming resilient, confident, and well-informed individuals
- Develop confidence in talking, listening and thinking about feelings and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

- Be prepared for puberty and understand the basic changes that happen during puberty
- Understand how to keep themselves and their bodies healthy, clean and safe
- Help pupils develop feeling of self-respect, tolerance and empathy
- Help pupils recognise and maintain healthy age-appropriate relationships
- Provide a framework in which sensitive discussions can take place
- Foster respect for the views of other people
- Understand the impact of racial injustice and how to promote equality

5. Definitions

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships and Health education is a compulsory subject taught as part of our PSHE (Personal, Social, Health, and Economic) education from Reception to Year 6. Our PSHE and RHSE curriculum is designed to help pupils grow up happy, healthy, and safe, providing them with age-appropriate knowledge and skills throughout their time at school. PSHE includes all elements of Relationships and Health education as well as elements of citizenship and financial literacy.

Sex Education is included within the Relationships and Health Education curriculum for Year 6 and builds on the understanding of puberty and growing up, which is a required part of Health Education. Sex education in the primary stage specifically covers the scientific process of reproduction, including how a baby is conceived and born. This is a statutory part of the National Science Curriculum and is also taught as part of the Relationships and Health education topic Growing and Changing.

RSHE is not about the promotion of sexual activity. The goal of RSHE is to equip students with the life skills needed to make informed decisions and protect themselves from harmful or exploitative situations. It also supports their personal development, including their Spiritual, Moral, Social, and Cultural (SMSC) growth. This education promotes equality, explores human and social diversity, and fosters self-worth while encouraging recognition, acceptance, and respect for differences.

6. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

7. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHE are taught within the science curriculum.

We will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health Education is categorised by the following topics as per the DfE statutory guidance:

- Mental Wellbeing
- Online Safety and Harm
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco (inc Vaping)
- Health and Prevention
- Basic First Aid

These topics are taught at age-appropriate intervals between Reception and Year 6.

In line with content about conception and birth in the science curriculum, we teach sex education in Year 6. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

We will use appropriate material to assist learning, such as diagrams videos, discussions and practical activities. Any resources used:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

The PSHE lead and Senior Leadership Team will review any resources prior to use.

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The PSHE lead is the member of staff who monitors the implementation of RSHE. This monitoring is done through book looks, lesson observations, pupil conferencing sessions and staff focus groups

For more information about our RSE curriculum, see Appendices 1 and 2.

8. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

9. Roles and Responsibilities

9.1 Governors:

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

9.2 Headteacher:

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 10).

9.3 Teachers

Teachers are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of sex education.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

9.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

10. Parents Right to Withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

11. Staff Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring Arrangements

The delivery of RSHE is monitored by Sarah McCulloch (PHSE/RHSE lead) through book looks, analysing assessment data, learning walks and pupil/staff voice.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Megan Williams (Deputy Head Teacher) annually. At every review, the policy will be approved by the governing board.

Appendix 1: PSHE curriculum map



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PSHE scheme of work – Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Me and My Relationships How do my feelings link to my experiences?	Valuing Difference Why aren't we all the same?	Keeping Safe How can I keep safe?	Rights and Responsibilities How can I look after myself?	Growing and Changing How do I grow and stay healthy?	Being my Best How can I be healthy?
Year 2	Me and My Relationships Is everyone happy?	Valuing Difference How can we include everyone?	Keeping Safe Can I make the right choice?	Rights and Responsibilities How do I get on with others?	Growing and Changing How do I make a good choice?	Being my Best How can I help myself?
Year 3	Me and My Relationships What makes a good friendship?	Valuing Difference What causes bullying?	Keeping Safe How can I keep safe?	Rights and Responsibilities How can I make choices that help my community?	Growing and Changing How can I protect myself?	Being my Best How can I express myself in a positive way?
Year 4	Me and My Relationships How can I build healthy relationships?	Valuing Difference How can I respect others?	Keeping Safe What risks should I be aware of?	Rights and Responsibilities How can I be a responsible citizen?	Growing and Changing Why am I changing?	Being my Best How can I look after my body and mind?
Year 5	Me and My Relationships How can I build respectful friendships?	Valuing Difference How does my behaviour affect others?	Keeping Safe How can I manage risks in different places?	Rights and Responsibilities How can I make my voice heard?	Growing and Changing How can I keep healthy as I grow?	Being my Best How can I control my feelings?
Year 6	Me and My Relationships What are positive relationships?	Me and My Relationships How do friendships change as I grow?	Keeping Safe How can things common to everyday life affect health?	Rights and Responsibilities How can I make a positive influence?	Growing and Changing What will change as I become more independent?	Being my Best How can I help in an accident or emergency?
Colour Code	Health and Wellbeing		Living in the wider world		Relationships	

Appendix 2: By the end of Primary School Pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

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