

Stedham Primary School

Policy for RSHE - Relationships and Health Education including Sex Education



RATIONALE

At Stedham Primary School, we deliver Relationships Education and Health Education (RHE) in line with the Department for Education's statutory guidance (July 2025, effective from 1 September 2026). Our approach is rooted in positive values, strong character development, safeguarding, and respect for every individual.

We aim to equip our pupils with the knowledge, skills, vocabulary and confidence they need to:

- build healthy, respectful relationships
- understand and manage their physical and mental wellbeing
- recognise and reduce risk
- keep themselves safe online and offline
- seek help when something does not feel right

Our RHE curriculum nurtures empathy, resilience, self-respect and integrity, ensuring all pupils feel valued, listened to and prepared for the next stage of their lives.

Alongside statutory provision, we incorporate non-statutory PSHE and Sex Education, which we believe enhances learning, strengthens safeguarding, and supports pupils' personal development. We are committed to openness and partnership with parents, ensuring transparency about curriculum content and resources.

This policy reflects Stedham's inclusive ethos and our commitment to equality, safeguarding, and pupil wellbeing, while recognising and respecting the protected characteristics outlined in the Equality Act 2010.

CURRICULUM CONTENT

Stedham Primary School uses The Story Project, a research-informed, evidence-based programme supported by external evaluation. This approach enables us to deliver a needs-led and inclusive curriculum while meeting all statutory requirements for primary Relationships and Health Education.

Our curriculum ensures:

- ✓ Full coverage of statutory primary Relationships Education and Health Education
- ✓ A strengthened focus on personal safety, including roads, railways, water and public spaces
- ✓ Explicit teaching of online safety and digital wellbeing, including online financial harms, gaming, scams and privacy
- ✓ Teaching of accurate biological terminology, including correct names for body parts (where appropriate and age-sensitive)
- ✓ Learning about change, loss and bereavement, recognising a range of emotions and responses
- ✓ Development of assertiveness, communication skills, consent and personal boundaries
- ✓ Inclusive content aligned with British Values and SMSC
- ✓ Representation of diverse families and communities in line with the Equality Act 2010
- ✓ Alignment with Ofsted's Education Inspection Framework (Personal Development)

THEMES

RHE at Stedham is organised around six core themes, revisited and deepened across the school:

- Being a Good Friend
- Celebrating Families
- Looking After My Body and Mind

- Keeping Safe (including Personal & Online Safety)
- Becoming a Global Citizen
- Growing Up

These themes are carefully sequenced to ensure progression in knowledge, understanding and skills.

DELIVERY

RHE is taught by class teachers and, where appropriate, other trained and familiar members of staff. Delivery is age-appropriate, inclusive, and sensitive to pupils' needs and experiences.

We ensure:

- Reasonable adjustments and advance planning for pupils with SEND
- A respectful learning environment where questions are handled sensitively
- Curriculum connections with Science, Computing, RE and PE
- Clear safeguarding procedures where disclosures arise

Parental Rights

In line with statutory guidance:

- Parents do not have the right to withdraw their child from Relationships Education or Health Education.
- Parents may request withdrawal from the non-statutory elements of Sex Education. If this is the case, a meeting between the Headteacher and Parent/Carer should take place.
- Parents are entitled to view teaching materials and are encouraged to discuss concerns with school leaders.

TEACHING & LEARNING

Teaching and learning within RHE prioritises discussion, reflection and emotional literacy. The Story Project's text-based approach allows pupils to explore real-life situations in a safe, non-threatening way.

Learning methods include:

- Story-led discussion
- Circle time
- Structured talk and debate
- Enquiry-based learning
- Explicit vocabulary teaching

We aim to create an environment where pupils feel:

- Safe to contribute
- Respected and listened to
- Able to support and be supported
- Confident to challenge stereotypes and harmful assumptions

MONITORING, EVALUATION & REPORTING

The subject leader oversees the quality and consistency of RHE delivery. Monitoring includes:

- Lesson observations
- Pupil voice

- Staff reflection
- Use of The Story Project Implementation & Monitoring Document

This process supports:

- Curriculum fidelity
- Professional development
- Evaluation of impact on pupils' wellbeing and safeguarding awareness

Findings contribute to wider curriculum review and Ofsted-aligned evaluation of intent, implementation and impact.

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour Policy

GLOSSARY OF TERMS

This glossary explains key terms you may see in this policy. If you would like to see the teaching materials used, please contact the school office.

Term	What it means
British Values	The five fundamental British values: democracy; the rule of law; individual liberty; mutual respect; tolerance of those with different faiths and beliefs.
SMSC	Spiritual, Moral, Social and Cultural development – how the school supports pupils to develop values, character, relationships and understanding of the wider world.
Protected Characteristics	The protected characteristics set out in the Equality Act 2010: disability; race; religion or belief; marriage; sex; sexual orientation; gender reassignment; age; pregnancy and maternity.
Equality Act 2010	The law that protects people from discrimination and promotes equality of opportunity.
SEND	Special Educational Needs and Disabilities – additional needs that may require reasonable adjustments or tailored support.
ISP	Individual Support Plan – a plan used to record specific targets and support for a child (where relevant).