



Durham and Newcastle Diocesan Learning Trust (DNDLT)

Company Number 10847279

RSHE Policy 26 - 27

It is a legal obligation for a school to consult with parents and carers when developing and reviewing this policy, we want to ensure our parents understand how RSHE supports the wellbeing of all children. This policy as part of the full review process will be shared for consultation with our parents and carers and other stakeholders to help us ensure the policy meets the needs of the school community it serves. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content.

Template Policy Reviewed and Adopted by Board of Directors:

Date of Next Review: October 2027

Responsible Officer: Mrs A Green

**Durham and Newcastle Diocesan Learning Trust
Policy for Relationships, Sex Education and Health Education**

Vision Statement

"Every child matters and no child is ever left behind..."

**"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs."**

Luke 18:15-17

Stanhope Barrington CofE Primary School

I. Vision, Introduction and legal framework

DNDLT Vision Statement:

At the DNDLT we believe everyone in our Trust is a child of God, adults and children alike. Every individual and every school matters, all are valued and celebrated, and no one should be left behind.

As a Diocesan Trust of the Dioceses of Newcastle and Durham we are here to serve children, and schools of all faiths and none. We welcome both Church of England and Community Schools to join us to serve our communities in the North East of England as part of our Trust family whilst remaining unique and distinct within their local context.

The Durham and Newcastle Diocesan Learning Trust is a place where we strive for the best outcomes for our children and staff. We work hard to achieve equity and flourishing for everyone. We want our staff and children to feel valued and celebrated given the opportunity to innovate and reach their full potential. We want our schools to be at the heart of their communities serving them in the way they know best, knowing they will be supported, encouraged and affirmed by a dedicated and specialist team.

School vision Statement:

At Stanhope Barrington C of E Primary School we strive to be outstanding in every area. The children that attend our school are at the heart of everything we do and we strongly believe in offering every child every opportunity to develop into thoughtful, confident and compassionate members of society. In order to achieve this, we must have a reflective school community. There is always room for improvement and improvement depends on leaders knowing how to tap into the potential that already exists in the school. Christian Values are at the foundation of how we shape the attitudes of our pupils to learning and to life in the wider community.

Kindness, Fellowship and Confidence or 'KFC' is the acronym used in school to frame the vision of the Stanhope Barrington C of E Primary School community. Each term will focus on one area of our vision through Collective Worship, assemblies and lessons.

Statement of Intent

At Stanhope Barrington CofE Primary School, we will provide age-appropriate relationships and health education (RSHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RSHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is

required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Sections 34 and 35 of the Children and Social Work Act 2017
- Section 80A and s.403 of the Education Act 2002
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025) [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- Equality Act, 2010 [Equality-act-2010-advice-for-schools](#)
- Sexual Offences Act 2003 [Sexual Offences Act 2003](#)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020 [SEND code of practice: 0 to 25 years - GOV.UK](#)
- Keeping children safe in education (KCSIE) (DfE, 2025). [keeping-children-safe-in-education](#)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021 [Review of sexual abuse in schools and colleges - GOV.UK](#)
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) [National curriculum in England: science programmes of study - GOV.UK](#) Protected characteristics and separation by sex on school inspections, (Department of Education 2025) [Protected characteristics and separation by sex on school inspections - GOV.UK](#)

The policy operates in conjunction with the following Trust/School policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy

- Online Safety Policy
- Personal, Social, Health, and Economic Education Policy
- Drug and Alcohol Policy
- Equality Information and Equality Objectives
- SEND Policy
- Science Policy
- RE Policy
- Child social, emotional, health and wellbeing Policy

The 7 'Guiding principles for relationships, sex, and health education' are outlined in the guidance to help inform the RSHE curriculum to ensure it is high quality, relevant and taught with safeguarding pupils in mind.

- Engagement with pupils.
- Engagement and transparency with parents.
- Positivity
- Sequence of learning
- Relevant and responsive.
- Skilled delivery of participative education.
- Whole school approach.

2. School Context- Meeting the needs of the pupils, parents, and the community

Stanhope Barrington CofE Primary School is a proud member of the Durham and Newcastle Diocesan Learning Trust, having joined on 1st April 2020. We currently have 118 children on roll, including nursery provision.

Our most recent SIAMS inspection (September 2023) recognised the strength of our Christian distinctiveness, stating that: *"The school's Christian Vision creates a culture where members of the school community live together in unity and are treated well"*. The inspection also noted that, *"Inspiring Leadership ... ensures that the Christian Vision is breathed and lived by the Stanhope Barrington Community"*

Stanhope Barrington CofE Primary School serves a predominantly White British rural community in Weardale. Due to the geographical isolation of our area, many pupils have limited opportunities to engage with people from different cultures, backgrounds and experiences. Consequently, our RSHE curriculum places a strong emphasis on diversity, inclusion, respect and preparing pupils for life in modern Britain.

The school has a higher-than-average proportion of pupils with SEND, particularly within the area of Communication and Interaction, alongside an increasing number of pupils experiencing social,

emotional and safeguarding vulnerabilities. As a result, our RSHE curriculum prioritises communication skills, emotional literacy, healthy relationships, personal safety, resilience and help-seeking behaviours.

As a Church of England school, our Christian vision underpins our approach to RSHE. We seek to enable all pupils to flourish by promoting dignity, respect, compassion and responsibility, ensuring that every child develops the knowledge, skills and values needed to keep themselves safe and thrive within their communities and the wider world.

As a school we want to ensure the RSHE curriculum is relevant and responsive for all our pupils. Keeping our pupils safe is our highest priority and we recognise that our school may need to respond to emerging needs on occasions.

3. Roles and Responsibilities

The Academy Council is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link academy councillor for RSHE who supports the school and monitors any aspects of RSHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned and that curriculum content and teaching materials are in line with the DfE statutory guidance on RSHE.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content, teaching materials and external providers and their rights to request that their children are withdrawn from sex education teaching.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The headteacher is responsible for:

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- That parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum. (including the option to view the companies' materials)
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.

The relationships, sex and health education subject leader is responsible for:

The subject leader has access to CPD or provides CPD to other staff in the following:

- Regular Network meeting
- Creating safe, inclusive learning environments
- Appropriate vocabulary use
- Planning and sequencing lessons
- Clennell video training

Name of Subject leader: Mrs Amy Green

The RSHE lead will also be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up to date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex, and health

curriculum.

- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The staff delivering the RSHE curriculum are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with external agencies, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, the teachers who will be delivering RSHE are outlined below:

Name	Job title
Mrs M Quiney	Early Years Lead
Miss E Wilson	Class Teacher
Miss A Hunter-Purvis	Class Teacher

Mrs A Green	Deputy Headteacher
Miss K Hepple	Class Teacher

Parents will be responsible for: -

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Completing the RSHE parent survey and attending the parent sessions that they are invited to if they can attend.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Liaising with the school to seek additional support if needed.

The Trust will support all schools by:

- Developing a trust RSHE policy
- Providing network meetings to support and update RSHE leads
- Providing relevant CPD for RSHE leads
- Providing support for leaders to implement this policy effectively

4. Delivery of RSHE - Explain how, where and when RSHE is taught.

We understand that we are required to deliver statutory relationships and health education and we have the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

We teach RSHE through our weekly Character Development lessons. Key topics that are covered can be seen in appendix B. RSHE lessons may include questions or topics that some pupils will find sensitive to discuss. We ensure a safe learning environment is created by starting every term with the creation of a group/classroom agreement with the class teacher, this agreement is reinforced in every lesson to enable pupils to engage in conversations safely and to prevent inappropriate personal information being requested or disclosed by those taking part in the lesson. We encourage external visitors to enhance our RSHE offering including guest speakers from the NSPCC, Big Foot Arts Education and the school nurse.

Safe and effective practice

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time and not ignored. Children's whose questions go unanswered may turn to inappropriate sources of information from the internet. See section; Managing difficult or sensitive questions

Support and professional development will be provided for the teachers teaching RSHE, so that they can develop their confidence and skills in creating a safe learning environment for all pupils including those with additional needs. Further CPD will be accessed to enable teachers to deliver the subject content effectively.

Keeping children safe; Key vocabulary

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The medical terms are penis, vulva, vagina, testicles, scrotum, breasts, and pubic hair, all in an age and stage appropriate way. The correct terms help children to identify and report abuse. Safeguarding children must always be a priority.

The list of words and terms that will be taught in each year group can be found on the curriculum outline.

An overview of all learning in each key stage/year group can be found...

Safeguarding

Due to the nature of the matters discussed in RSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of RSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the RSHE curriculum

5. Definition of Relationships, Sex and Health Education (RSHE)

The DfE's statutory requirements means schools must teach Relationships Education.

The focus for primary relationships education is teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Protective and preventative curriculum.

Primary relationships education equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. At primary this is done without describing any detail of sexual activity.

Informed and a responsive curriculum

All content is delivered in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. If as a school we need to respond to a need or concern that is affecting pupils in the school.

We will inform parents and carers in advance if the content we intend to deliver deviates significantly from the planned curriculum outlined in this policy. This will be advance of the intended taught lessons and relevant teaching materials will be shared on request. Teaching will be age appropriate and respectful for all children. All decisions will be informed and made based on safeguarding the children in our school.

Statutory guidance primary relationships education topic areas are:

- Families and people that care about them;
- Caring friendships;
- Respectful Kind relationships;
- Online safety and awareness;
- Being safe.

6. Non-Statutory Sex Education at primary

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with related content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This will be tailored to the age and physical and emotional maturity of pupils.

The school will recognise significant factors when determining the teaching approach and the materials used, including but not limited to, age, religious backgrounds, any special education needs or disabilities of pupils.

In addition to the statutory requirements, our school has chosen to teach non-statutory sex education. As a school we will consult with parents and carers about the content of anything that will be taught within sex education. We will offer support in talking to your children about sex education and how to link with what is being taught in school in the home environment

In line with the statutory guidance, parents have the right to request that their child will be withdrawn from some or all of the additional sex education beyond that which is required under the science national curriculum, further details on this right are set out below.

Please see appendix C to view the content of our science coverage and appendix B to see additional sex education content beyond the science national curriculum

7. Right to be excused from Sex Education

Relationships and Health Education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As set out above, as a school we cover some additional content which is defined as sex education, this is tailored to the age and the physical and emotional maturity of the pupils. We review this content and assess pupils' knowledge level & skills. .

Parents will be fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the 'Engagement and Consultation with Parents' sections of this policy. Parents will be given the opportunity to advise on what should be taught through sex education. Parents will be offered support in talking to their children about sex education and how to link this with the curriculum taught in school.

Parents have the right to request that their child can be withdrawn from some or all parts of sex education and the request will be automatically granted, apart from in respect of content that must be taught as part of the science curriculum as set out above or any statutory relationships and health education content.

Parents and carers will have an opportunity to discuss their request with the headteacher, this may include discussing if it is all parts or just some of the content. The conversation could include discussing the benefits and the possible detrimental effects of withdrawal if any, including social and emotional impacts on the child and the likelihood that the child will hear their peers' version of what was said in class which may not be accurate. Also offering support or signposting to discuss some content at home, if a parent wishes this.

Alternative arrangements and purposeful education will be arranged in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Headteacher at the earliest opportunity. The Head teacher/RSHE lead will document the process and outcome.

Please see the school website to access further RSHE information and websites to support any discussions at home.

Please see the appendix A for further guidance, information and the form to complete to submit the request.

8. Managing difficult and sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The priority is to always make sure the child feels supported, heard and is safe. School may contact a parent directly to discuss the question and ask how the parent wishes to proceed. Teachers may ask the pupil to speak to their parents or a trusted adult and/or signposting to support services where needed, as we recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

As part of teaching in a safe and inclusive classroom environment, pupils' questions and how they might be answered are discussed at the beginning of lessons, including offering alternative ways to ask questions, such as answering questions anonymously (using question boxes).

9. Statutory Health Education – Health and Wellbeing

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

'Developing bodies' will be delivered as part of the RSHE programme.

Pupils will learn

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

To see further health curriculum content please see the curriculum outline at the back of this policy...

10. Personal Development and Well-being

RSHE is an important part of the whole school approach to the wellbeing and positive relationships of our pupils.

All relationship, sex education and the key topics of health and wellbeing sit within the wider programme of Personal Development and key links will be made to the other key areas in the curriculum and relevant policies, such as the PSHE education policy.

Contact to feeder secondary schools to ensure continuity and progression for our pupils leaving year 6 takes place in the final summer term of school.

11. Morals and Values of RSHE at our school

RSHE is an integral part of personal development and lifelong learning and is an entitlement for all pupils in our care. The benefits of RSHE learning include:

- teaching the importance of learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships
- celebrating the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers
- promoting love, respect, kindness, generosity, and caring for one another.
- supporting young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness
- safe inclusive environments where questions and discussion can take place without stigma or embarrassment.
- allowing children to explore, consider, and gain understanding of moral dilemmas.
- enabling them to make informed and ethical decisions about their wellbeing, health, and relationships

- developing skills including negotiation and decision making.
- learning the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevention of harms by helping young people understand and identify when things are not right.

RSHE contributes to personal development and wellbeing by helping pupils to:

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- develop positive self-esteem and confidence.
- develop and demonstrate self-respect and empathy for others.
- be empowered to be responsible and active members of their community
- make informed choices with an absence of prejudice and discrimination
- show respect for those with a protected characteristic.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- manage conflict resolution with families, people they care for and friendships.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, and adults, interacting online.
- know how to report concerns, risks, or abuse, including 'child on child' abuse, and the vocabulary and confidence needed to do so.
- to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right
- learn to actively seek, ask, and recognise consent from others.
- develop the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- Understand that being a victim of abuse is never the fault of the child.

Through RSHE, children will gain the following essential knowledge and skills:

- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.
- that you should be respectful in online interactions

- how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met
- The importance of exercising caution about sharing any information about themselves online.
- learn about the facts of human reproduction in an age-appropriate way (*human reproduction is non statutory 'sex education')
- learning where to go for help or advice in school and how to access a range of local and national support agencies, including online.

Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

12. Intent of RSHE

Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral and ethical framework that will guide their decisions, judgements, and behaviour.
- Form and maintain healthy positive relationships.
- develop the knowledge for a healthy life, including physical and emotional wellbeing.
- develop personal resilience to cope in challenging situations.
- gain confidence and self-esteem to value themselves and others.
- understand the consequences of their actions and behave responsibly
- avoid being pressured into uncomfortable or dangerous situations, including online sharing
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.
- Understand and recognise seeking permission, a refusal (saying no) and consent on and offline.
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- to understand the law, appropriate to stage of development.
- develop awareness and understanding of their evolving sexual identity. This does not encourage early sexual experience or experimentation.
- to challenge discrimination and under the importance of equality and respect
- develop pupils' resilience to support them in everything they may encounter.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

13. Working with parents/carers, the wider community, and other stakeholders

We aim to:

- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up.
- to work in partnership with parents/carers and pupils, informing them about the content of programmes at the appropriate times.
- engage with parents to help make certain they understand the RSHE provision taught.

This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development.

Openness with parents and carers and RSHE materials

We understand the important role our parents and carers play in enhancing your children's understanding of relationships and health and how important your views are in shaping the curriculum. Openness with parents and carers about the RSHE materials is also important to us, we want to inform parents and carers of what your child is being taught and when.

At our school we like to give parents the opportunity to attend a RSHE meeting. This meeting helps parents understand the importance of RSHE for wellbeing and safety.

You will get the opportunity to;

- view, develop and review the RSHE policy
- complete a parent survey (this will be available electronically)
- Be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content. We will ensure external providers also understand we must share content they will use with you.
- discuss the curriculum content, including what is taught in each year group, and view a representative sample of the resources that we plan to use (a sample will be on the parent platform and all further materials can be viewed upon your request)
- Share any worries and ask questions
- Learn about the content and benefits of any sex education delivered at years 5 and/or 6
- gain information about talking to your child at home, including useful sources of information.

We will use the views of parents and carers to inform decisions made about the curriculum content and delivery. Parents will not be granted a 'veto' on curriculum content and whilst all final decisions will be made by the school, we recognise the importance of you understanding what your child is being taught, especially in relation to sensitive topics.

Copyright law and RSHE materials

Parents must agree as a condition of access, that the RSHE content and materials should not be copied or shared further except as authorised under copyright law.

If you cannot attend a parent meeting or access the RSHE materials online/ via the parent portal the school will provide paper copies to take home, providing you agree to sign a statement that you will not copy the content or share it further except as authorised under copyright law.

The engagement and consultation process with stakeholders including parents & carers

Pupil Voice

Academy Council and Staff

Parents / Carers

Wider School Community

Agreement and Implementation of Policy

Parents and carers

To ensure that parents and carers are fully engaged with the school's RSHE provision, Stanhope Barrington CofE Primary School follows a transparent and collaborative approach. Parents and carers are invited to review the RSHE policy and curriculum plans through an annual consultation meeting held during the Summer Term. During this meeting, parents are provided with information about what is taught, why it is taught, how it is delivered and when specific aspects of the curriculum are taught.

Feedback is actively sought through consultation meetings and an annual parent survey before the policy is reviewed and approved, ensuring that parental views are considered as part of the policy development process. The RSHE policy is reviewed annually in line with the school's policy review cycle.

Ongoing communication is maintained through newsletters, annual parent sessions, curriculum information shared via Class Dojo or email and other school communication systems where appropriate. This enables parents and carers to ask questions and feel confident in supporting their child's learning both at school and at home.

Parents and carers may request to view any of the teaching materials and resources used to deliver RSHE at any time. Sample resources will also be made available during parent consultation sessions. Parents are respectfully asked not to reproduce or share these materials except as permitted under copyright

Teaching staff

Teaching staff play a key role in shaping and delivering the RSHE curriculum. Staff are consulted through ongoing professional dialogue, staff surveys and regular communication with the RSHE Subject Ambassador to identify training needs, review curriculum content and share effective practice. This collaborative approach helps ensure that teaching remains inclusive, relevant, age-appropriate and responsive to the needs of all pupils.

Pupils

At Stanhope Barrington CofE Primary School, we believe that pupils should be active participants in their learning and understand that their views are valued. Pupil voice is gathered through class discussions, surveys, School Council meetings and other age-appropriate consultation activities led by the RSHE Subject Ambassador and Senior Leadership Team.

This feedback helps to shape and refine the RSHE curriculum, ensuring that it remains responsive to the needs, interests and experiences of our pupils. Encouraging discussion, reflection and participation enables the school to adapt planned provision where necessary and respond to emerging needs.

The wider community

The school values the perspectives of governors, faith leaders and the wider community in shaping its RSHE provision. Feedback may be gathered through meetings, discussions and consultation opportunities and is considered alongside the views of pupils, parents and staff. This partnership approach supports the delivery of an inclusive RSHE curriculum that reflects the school's Christian vision and values and promotes the wellbeing and flourishing of all pupils.

Working with external agencies

The school may invite appropriately qualified visitors and external agencies to support the delivery of aspects of the RSHE curriculum, for example healthcare professionals, emergency services personnel or other specialist organisations. A member of school staff will always be present during these sessions.

All visitors will be provided with a copy of this policy and will be expected to comply with the school's safeguarding procedures, confidentiality expectations and curriculum requirements. Prior to any session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of any lesson plan to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring the expert understands how safeguarding reports should be dealt with in line with the Child Protection Policy.

14. Inclusion and fostering equality

At Stanhope Barrington CofE Primary School, we are committed to ensuring that all children, regardless of their background, identity or individual needs, feel safe, valued and that they belong within our school community. We recognise that inclusion extends beyond the classroom and that creating a welcoming, respectful and nurturing environment is the responsibility of everyone within our school community.

We understand our duties under the Equality Act 2010 and are committed to promoting equality of opportunity and fostering good relations between all members of our community. Our RSHE curriculum is designed and delivered in a way that is inclusive, age-appropriate and respectful of diversity. We will

ensure that the teaching of RSHE does not unlawfully discriminate against any individual or group and does not amount to harassment on the basis of any protected characteristic.

Through our curriculum and wider school culture, we aim to develop pupils' understanding of diversity, encourage respect for differences and promote the Christian values of dignity, compassion and human flourishing so that every child feels represented, included and able to thrive.

Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

We recognise that some pupils with SEND may require teaching approaches, resources and content to be adapted to meet their individual needs and stages of development. Any adaptations made will be sensitive, age-appropriate, developmentally appropriate and delivered in accordance with statutory guidance and the law.

All pupils are entitled to receive Relationships Education and Health Education, and, where applicable, Sex Education. We will ensure that provision is appropriate to the needs of all pupils, seeking specialist advice and support where necessary. Access to high-quality RSHE is particularly important for pupils with SEND as it supports the development of communication skills, independence, self-advocacy and informed decision-making, and helps to protect pupils from harm.

We recognise that some pupils with SEND may be more vulnerable than their peers to bullying, harmful sexual behaviour, sexual abuse, exploitation, online risks and other safeguarding concerns. RSHE therefore plays a particularly important role in helping these pupils understand healthy relationships, personal boundaries, consent, privacy, appropriate and inappropriate behaviour, and how and where to seek help.

The RSHE curriculum will be adapted to remove barriers to learning, but not reduced in ambition, ensuring that all pupils can access the same core curriculum and develop the knowledge, skills and understanding necessary to thrive and keep themselves safe.

Religion and belief, including teaching in schools with a religious character

As a Church of England school, we recognise that pupils come from a range of backgrounds and may hold different beliefs and values. The teaching of RSHE will be sensitive and respectful of pupils' religious and cultural backgrounds while ensuring that all statutory requirements are met.

In accordance with the Equality Act 2010, the school will promote equality of opportunity and foster respect for all people, including those with different religions or beliefs. Pupils will be encouraged to discuss and understand a range of perspectives in an age-appropriate and respectful manner.

As a school with a religious character, we may explore faith perspectives on relationships, families and values within RSHE. However, all teaching will remain inclusive, factual, age-appropriate and consistent with statutory guidance and the school's duty to prepare pupils for life in modern Britain.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Pupils will be taught the importance of equality, dignity and respect for all people. They will develop an understanding that the Equality Act 2010 protects individuals from discrimination on the basis of protected characteristics, including sex, gender reassignment and sexual orientation.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

Inclusive curriculum and delivery of RSHE

At Stanhope Barrington CofE Primary School, we are committed to delivering an inclusive RSHE curriculum that enables all pupils to feel represented, respected and valued. We want children to develop empathy, practise respectful communication and understand that people's experiences and family lives may differ from their own.

Where appropriate, aspects of RSHE will be taught in mixed classes. For example, lessons about puberty and menstruation will be delivered to all pupils to promote understanding, reduce stigma and encourage respectful relationships between all members of the school community.

Delivering RSHE as a whole-class experience helps to foster empathy, mutual respect and open communication. It also contributes to reducing embarrassment, stigma and misconceptions surrounding aspects of health and relationships education, enabling pupils to develop the knowledge and confidence needed to keep themselves safe and flourish.

15. Staff training

All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the RSHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting,' which may need to be addressed in relation to the programme.

16. Open and positive school culture

At Stanhope Barrington CofE Primary School, we strive to create an open, inclusive and nurturing environment where positive, healthy and respectful relationships are developed between pupils, staff and the wider school community. Through our Christian vision and values, we promote kindness, dignity, compassion and mutual respect. The modelling of positive relationships, respectful language and

appropriate behaviour by all members of our school community contributes to our positive culture and underpins all aspects of school life.

Addressing sexual harassment and sexual violence, including child on child abuse

Preventing sexual violence and abusive behaviour starts from the support and the RSHE curriculum children are taught in primary school. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

Our school is committed to taking a proactive and preventative approach to all forms of abuse in school, including domestic and protect pupils from harm, both in and outside of the home. 'Child on child' abuse will not be tolerated or passed off as 'banter' or 'growing up.' Teaching staff will maintain an attitude 'it could happen here.' This school recognises the importance of covering key topic areas such as, consent and permission seeking, my body my rules, healthy relationships, appropriate and respectful behaviour and language towards others and equipping children with the confidence to say no, speak up and report abuse.

Keeping children safe in education 2026

Safeguarding disclosures, reports of abuse and confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

The school is aware that confidentiality within the classroom is a critical component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible and appropriate. However, it is made clear to pupils that all adults in school cannot guarantee absolute confidentiality and it may be the case that a discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case the Child Protection Policy must be followed.

It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand everything, including those at risk and vulnerable children at the start of every lesson.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

Health professionals in school are bound by their codes of conduct but also have a duty to share information with relevant others, if they believe that a child is suffering abuse. These procedures should be read in conjunction with the local Safeguarding Children's Partnership procedure; our Child Protection Policy and other Trust policies linked to safeguarding. These can be found on our school website and accessed using the link below:

[Stanhope Barrington Safeguarding](#)

17. Reviewing, monitoring, and evaluating RSHE

Monitoring the Quality of Provision

The RSHE Subject Leader and Senior Leadership Team are responsible for monitoring the quality of RSHE provision. Monitoring activities may include:

- Learning walks and lesson visits;
- Discussions with pupils and staff;
- Scrutiny of planning and curriculum documentation;
- Review of teaching resources and materials;
- Monitoring of assessment information;
- Evaluation of staff training needs.

Monitoring of RSHE forms part of the school's wider monitoring and evaluation cycle and ensures that teaching remains inclusive, age-appropriate, accurate and responsive to pupils' needs.

Assessment of Learning

Assessment in RSHE is formative and is used to identify pupils' understanding, misconceptions and progress in developing the knowledge, skills and attitudes needed for personal development, wellbeing and healthy relationships. Teachers use a range of assessment strategies, including questioning, discussion, observation and reflection activities, to inform future planning and adapt teaching where necessary.

Assessment in RSHE is not intended to grade pupils or assess personal beliefs and values, but rather to ensure that pupils have acquired the knowledge and understanding needed to keep themselves safe and flourish.

Evaluating Impact

The impact of the RSHE curriculum is evaluated through:

- Pupil voice activities and feedback;
- Staff evaluations and professional discussions;
- Parent and carer feedback, including annual surveys;
- Monitoring information gathered throughout the year;

- Analysis of safeguarding, behaviour and wellbeing trends where appropriate.

This information is used to strengthen and refine the curriculum and ensure that it continues to meet the needs of pupils and reflects any emerging local or national issues.

Policy and Curriculum Review

The RSHE policy and curriculum are formally reviewed on an annual basis by the RSHE Subject Leader and Senior Leadership Team in consultation with pupils, staff, parents and carers, governors and, where appropriate, faith leaders and the wider school community.

The Governing Body is responsible for approving the RSHE policy and monitoring its implementation. Any significant changes to statutory guidance or emerging safeguarding concerns will prompt an earlier review where necessary.

Pupil Engagement and Pupil Voice

At Stanhope Barrington CofE Primary School, we believe that a high-quality, inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils. Pupil voice is central to curriculum development and helps ensure that learning remains relevant, engaging and responsive to the needs of each cohort.

Pupils' views are gathered through class discussions, surveys, School Council meetings, pupil interviews and other age-appropriate consultation activities led by the RSHE Subject Leader and Senior Leadership Team. Given the high proportion of pupils with Communication and Interaction needs, a range of approaches, including visual prompts, supported discussions and other accessible methods, may be used to ensure that all pupils can contribute meaningfully.

Policy Agreed by Governors	
Review Date	
Link Governor	

Monitoring and reviewing of this policy

- The academy council is responsible for approving this policy.
- This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. The next scheduled review date for this policy is September 2027. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix A

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents / carers	
Name of child	
Class	
Name of parents / carers	
Reasons for withdrawing from sex education	
Any other information you would like school to consider	
Parents (s) / carer (s) signature	
Date	
To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	

Parental Responsibility

Where there is shared parental responsibility, both parties should, where possible, should reach a shared agreement to request that their child is withdrawn from sex education.

Either parent can request to withdraw a child from sex education. If there is a disagreement the other parent would need a prohibited steps order.

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>

Key effects of a father or second female parent acquiring parental responsibility

When a father or second female parent acquires parental responsibility they:

- can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.

Appendix B

Character Development Lesson Content

Area	EYFS	KS1	Lower KS2 (year 3/4)	Upper KS2 (year 5/6)
My Body	Children learn about looking after their bodies, including healthy eating, physical activity and managing their personal needs.	Children learn that they can choose what happens to their body and how to respect their own and other people's bodies. They learn that parts covered by underwear are private and what to do if they feel unsafe or experience inappropriate touching.	Children develop their understanding of consent, respect and bodily autonomy, including knowing that they can choose what happens to their body, say no to something that makes them uncomfortable and seek help from trusted adults.	Children develop their understanding of consent and autonomy, including that their body belongs to them and that they have control over what happens to it. They explore pressures they may experience and strategies for resisting them.
Growing and changing	Children develop an age-appropriate understanding that people grow and change over time.	Children name the main parts of boys' and girls' bodies and learn that their bodies and emotions change as they grow older.	Children name the main parts of boys' and girls' bodies and learn that their bodies and emotions change as they grow older. Children name the main parts of boys' and girls' bodies and learn that their bodies and emotions change as they grow older.	Children develop their understanding of the physical and emotional changes of puberty, including how to care for their changing bodies and manage changing thoughts and feelings.
Families and Relationships	Children talk about their own families and communities and learn that other people's families and experiences may be different from their own. Children learn to build positive	Children learn that families are important and that families can be different. They explore friendship, kindness, caring for others and resolving disagreements.	Children learn that there are different types of relationships and families. They explore healthy friendships, respect, conflict resolution, bullying and support networks.	Children explore different types of relationships, including loving relationships, and learn to recognise healthy and unhealthy relationships. They consider how people who love and care for one another should treat each other.

	relationships, develop friendships, cooperate with others and begin to resolve conflicts.			
Human Reproduction		Children learn about growing and changing. The curriculum does not identify teaching about sexual relationships or human conception at KS1.	Children learn about the role of male and female body parts in reproduction and how babies are made and born.	Children learn about the physical and emotional changes associated with puberty, including how to care for their changing bodies. They explore positive body image and the factors that can influence how people feel about themselves. Children also learn about loving relationships and understand that relationships and families can take different forms. Additional sex education: The school's programme contains additional age-appropriate lessons relating to sexual relationships and human reproduction, including conception and birth. The content and timing of these lessons are considered carefully in relation to the

				age, maturity and needs of each cohort. Parents will be informed before non-statutory sex education is taught and advised of their right to request that their child is withdrawn from those elements.
Physical Health and Wellbeing	Children learn about looking after their bodies, including healthy eating, physical activity and managing their personal needs.	Children learn about sleep, exercise, healthy eating, cleanliness and keeping their bodies healthy and safe.	Children build upon this through learning about hygiene, sleep, exercise, diet, medicines, drugs and making healthy choices.	Children learn about physical and mental health, exercise, sleep, body image and the harmful effects of drugs, alcohol and tobacco.
Mental and Emotional Wellbeing	Children learn to recognise and talk about their feelings and the feelings of others, manage emotions and develop a positive sense of self.	Children identify and discuss feelings and learn strategies for coping with uncomfortable emotions, change and loss.	Children develop strategies for managing emotions, difficult changes and uncomfortable feelings, as well as mindfulness and positive mental health.	Children explore the relationship between thoughts, feelings and behaviour, resilience, positive thinking, managing uncomfortable feelings and positive body image.
Keeping Safe	Through everyday teaching, stories and discussion, children learn about appropriate behaviour, personal boundaries, trusted adults and seeking help when	Children learn about staying safe at home, outside, online and around people they do not know, including identifying trusted adults and knowing when to ask for help.	Children consider risk, peer pressure and making safe choices, including road, rail, water and substance safety, alongside basic first aid and responding to emergencies.	Children learn to assess and manage risk independently, resist pressure to become involved in unsafe situations and act responsibly in emergencies.

	they are worried or uncomfortable.			
Online Relationships and Safety		Children learn how to stay safe online, protect personal information, communicate kindly and respectfully and understand that not everything online is true.	Children learn about cyberbullying, online strangers, social media, peer pressure, passwords, personal information and responsible sharing of images, videos and other content.	Children learn about healthy and harmful online relationships, social media, cyberbullying, digital wellbeing, fake news and assessing the reliability of online text and images.
Respect, difference and equality		Children explore similarities and differences between people and families, stereotypes, kindness, respect and equal opportunities.	Children consider stereotypes, inequality, diversity, respectful relationships and equal opportunities.	Children explore individuality, stereotypes and diversity, including respecting different opinions, faiths and ethnicities and understanding that gender, race and social class do not determine people's opportunities.

Appendix C

Science Curriculum Content

Some aspects of RSHE are also taught through the statutory Science National Curriculum. Parents cannot withdraw their child from statutory Science lessons. Where the school provides additional sex education beyond the Science National Curriculum, this will be clearly identified and the statutory parental right to request withdrawal will apply.

- **Naming parts of the body** – pupils learn to identify and name the basic parts of the human body and understand which part of the body is associated with each sense. *(Year 1 Science)*
- **Human growth and development** – pupils learn that humans grow and change as they get older. *(Year 2 Science)*
- **Basic needs and healthy lifestyles** – pupils learn that humans need water, food and air to survive and explore the importance of exercise, a balanced diet and hygiene. *(Year 2 Science)*

- **Nutrition and keeping the body healthy** – pupils learn about nutrition and that humans need the right types and amounts of food. *(Year 3 Science)*
- **The human body** – pupils develop their understanding of how the body works, including teeth, digestion and the circulatory system. *(Years 4 and 6 Science)*
- **Life cycles and reproduction** – pupils learn about the differences in the life cycles of mammals, amphibians, insects and birds and about reproduction in some plants and animals. *(Year 5 Science)*
- **Puberty and human development** – pupils learn to describe the changes that occur as humans develop from birth to old age. The statutory Year 5 science programme specifically includes learning about changes experienced during **puberty**.
- **Healthy bodies and lifestyle choices** – pupils learn about the impact of diet, exercise, drugs and lifestyle on the way their bodies function. *(Year 6 Science)*

Appendix D

External Agencies and Relevant Links

[Parents' leaflets | NSPCC Learning](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Parents and carers | CEOP Education](#)

[I'm looking for support with being a parent or carer | Barnardo's](#)

[Our services for parents and carers | Place2Be](#)

18.0 As a school the 'Guiding principles for relationships, sex, and health education' outlined in the guidance inform the RSHE curriculum to ensure it is high quality, relevant and taught with safeguarding pupils in mind. [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

a. Engagement with pupils.

An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

c. Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills, and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.