



St Stephen's
CE Primary School

RHSE and PHSE Policy

Date of Sign Off: January 2026
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This policy has been produced in accordance with the DfE statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2019, updated 2025).

At St Stephen's we deliver statutory **Relationships and Health Education (RHE)**; any *sex education* is limited to science curriculum content.

1. Aims

The aims of relationships and health education (RHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of their development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Respect for their own bodies and keeping themselves safe
- The importance of family life (and that having children should occur within a committed, long-term and loving relationship)
- Moral questions
- Respect for the views of other people
- Who they can talk to, to discuss any concerns or worries

2. Statutory requirements

This policy has been produced with reference to the DfE Guidance on Relationships and Sex Education and Health Education (2020), Equality Act 2010.

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

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

We have regard to Sections 404–407 of the Education Act 1996 and the Public Sector Equality Duty (s149 Equality Act 2010).

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – the proposed policy was circulated to parents and their views invited
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RHE involves a combination of sharing information, and exploring issues and values.

RHE is **not** about the promotion of sexual activity or gender identity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. Teachers are aware that views around RHE are varied. While personal views are respected, all RHE issues will be taught without bias.

Topics will be presented using a variety of opinions in order to allow pupils to form their own, informed opinions but also respect others who may hold a different opinion. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our RHE is taught within the PSHE curriculum. Biological aspects are taught in Science and, where appropriate, aspects are reinforced in RE. Core knowledge is sequenced within a planned scheme of work. Teaching provides well-chosen opportunities for pupils to embed new knowledge and apply it confidently in real-life contexts. Teachers answer questions sensitively and age-appropriately. Informal assessment of RHE learning follows the school Assessment Policy.

5.1 Organisation

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, "Relationships and Health Education" is defined as teaching pupils about:

- healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE Curriculum.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

5.2 Delivery

The relationships and health curriculum will be delivered as part of our PSHE Curriculum. Through effective organisation and delivery of the subject, we will ensure that:

- Knowledge is sectioned into units of manageable size and delivered in a carefully sequenced way, within a planned scheme of work (see curriculum coverage information).
- Content is communicated to pupils clearly and 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
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in a variety of groups (including gender) dependent upon the nature of the topic being delivered at the time and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- External experts may visit and deliver aspects of the curriculum in line with this policy and Safeguarding Policy.
- Appropriate resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils with careful thought to use of images. The E-Safety Policy will support the use of technology within any learning.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- Pupils will be taught about the different family units which comprise our society and about valuing all members of our community
- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. We celebrate diversity in all its forms.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the RHE Subject Leader and SLT before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative. Such topics would not be suitable for discussion with all children and safeguarding concerns would be duly noted and acted upon, if appropriate.

We teach about different families e.g. LGBT and relationships in an age-appropriate way, ensuring all pupils understand the importance of respect for different family structures and protected characteristics. Teaching will promote respect for all protected characteristics under the Equality Act 2010.

- Whilst there are no formal examinations for the RHE curriculum, the school will undertake informal assessments to determine pupil progress in line with the school Assessment Policy.
- We will share all curriculum materials with parents/carers on request.
- When using external agencies/resources we check that content is accurate, age-appropriate, unbiased, and compliant with the Teachers' Standards, Equality Act 2010, Human Rights Act 1998 and Education Act 1996. A teacher is present throughout; we see materials in advance; we will share them with parents/carers on request; and we will stop any session that does not meet our standards or legal duties around impartiality.

5.3 Curriculum Links

The school seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. RHE education will be linked to the following subjects in particular:

- Science – as part of the UKS2 curriculum, pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions, incorporating British Values.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals. • Our PSHE curriculum (which includes RHE) is drawn from the KAPOW resources which support PSHE Association curriculum.

6. Roles and responsibilities

6.1 The Local Academy Committee

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Governor Policy Committee.

6.2 The Headteacher

The headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHE (see section 8).

6.3 Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils

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

All of our teaching staff and HLTAs have responsibility for teaching RHE. As part of PPA cover, HLTAs may also have the responsibility for teaching RHE.

Staff will model inclusive, respectful language and actively avoid stereotypes, ensuring that teaching reflects equality and diversity. Any safeguarding concerns arising from discussions will be reported to the Designated Safeguarding Lead (DSL), DSL-Sally Denney-Head Teacher, DDSL-Nicola Garside-Assistant Head Teacher, DDSL-Ben Smith-SENDCO.

This policy should be read alongside the school's Safeguarding and Child Protection Policy.

6.4 Pupils

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

Inclusivity

We teach these topics in ways that are sensitive to pupils' experiences and backgrounds, and that make all pupils feel safe, supported and able to engage with key messages. We differentiate appropriately and consider a range of formats (whole-class, small-group, 1-to-1, digital) to meet need.

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

At St Stephen's CE Primary School, no sex education will be taught outside of the Science curriculum and statutory health education and therefore parents do not have the right to withdraw their child/ren.

If the school introduces any non-statutory sex education beyond the science curriculum, parents/carers may request withdrawal. A standard form will be provided.

8. Training

Teachers are trained on the delivery of RHE 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, to provide support and training to staff teaching RHE.

9. Monitoring arrangements

The delivery of RHE is monitored by Mrs N Garside, PSHE lead through:

- Planning scrutinies
- Learning walks
- Pupil voice
- Staff voice

Pupil progress in RHE will be assessed informally through discussion, reflection activities, and teacher observation and pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs N Garside every 2 years. At every review, the policy will be approved by the Governor Policy Committee.

Appendix 1: Curriculum map

Our PSHE and RHE curriculum is organised so that Families & Relationships and Health & Wellbeing are taught during the Autumn term; Safety, the Changing Body and Economic Wellbeing are covered in the Spring term; and in the Summer term we focus on Citizenship and supporting pupils with transition to the next year group.

Relationships and Health Education curriculum map

	Family and Relationships, Friendships. Change and Loss	Health and Wellbeing	Safety and Changes
Year 1	Exploring how families can be different, the characteristics and impact of positive friendships; learning to recognise how other people show their feelings and how to care for others; exploring the ability to successfully work with different people; understanding ways to help others; learning that issues can be overcome and exploring friendly behaviours;	Exploring personal qualities, strategies to manage feelings, understanding the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions and awareness of people in the community who keep us healthy	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe; exploring what is and isn't safe to put in or on my body.
Year 2	Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect. Understanding difficulties in friendships and action that can be taken. Exploring how loss and change can affect us.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; the concept of privacy;
Year 3	Learning: that problems can occur in families and that there is help available if needed; how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to	Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	Learning how to call emergency services; responding to bites and stings; becoming a responsible digital citizen; exploring that people and things can influence me and I need to make the right decision for me; Learning about cyberbullying and identifying unsafe digital content; exploring influences

	trust and that stereotyping can exist.		and making independent choices; developing awareness of road safety
Year 4	Understanding that families are varied, in the UK and across the world and having respect for these differences; understanding physical and emotional boundaries in friendships; Exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement; Understanding how my actions and behaviour affects others; understanding stereotyping	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	Building awareness of online safety and the benefits and risks of sharing information online; understanding how to seek help if I need to; identifying the difference between private and public; age restrictions; the risks associated with tobacco; knowing how to help someone with asthma
Year 5	Understanding that we all have different positive attributes and we should be proud of these; Learning what marriage is and that it is a choice that people make; Learning that sometimes families can make children feel unhappy or unsafe and that there is help available; Understanding that friendships will encounter issues but that this may strengthen them; Understanding the impact of bullying and what might influence the behaviour of a bully; Learning how stereotypes can be unfair, negative and destructive.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	Developing an understanding of how to ensure relationships online are safe; recognising an increasing number of online risks and ways to stay safe online; understanding the influence others can have on me; learning strategies I can use to overcome pressure from others; understanding the physical changes from childhood to adulthood; Knowing how to help someone who is bleeding
Year 6	Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected; Understanding stereotyping and bullying linked to it; Understanding grief and the associated emotions; To explore the process and emotions relating to grief	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	Learning about: the reliability of online information, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive. Knowing the changes experienced during puberty.



Appendix 2:

Relationships Education – what pupils should know by the end of Primary School

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Health Education – what pupils should know by the end of Primary School

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.



St Stephen's
CE Primary School

John 13:34 'Love one another, as I have loved you'

Head Teacher: Mrs S J Denney

Assistant Head Teacher: Mrs N Garside

Parent/Carer Request to Withdraw from Non-Statutory Sex Education

This form applies only if the school introduces non-statutory sex education beyond the science curriculum.

To be completed by parent/Carer

Child's Name:
Class:
Parent/Carer Name:
Date:
Reason for requesting withdrawal from non-statutory sex education:
Any additional information you would like the school to consider:

Parent/Carer Signature: _____

To be completed by the school

Agreed actions following discussion with parent/carers:

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Signed (Head Teacher): _____ Date: _____

Colville Drive, Bury, Lancashire, BL8 2DX

0161 764 1132

ststephens@thesycamoretrust.co.uk

www.ststephensceprimary.co.uk

