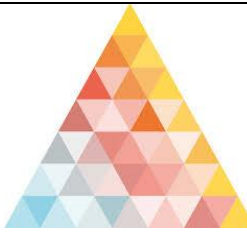


VERSION CONTROL TABLE

Policy Name	Relationships, Sex and Health Education Policy (RSHE)	
Policy Owner	Accomplish MAT	
Version Reference	V1	
Approved by	Standards Board	
Effective Date	September 2026	
Review Date	August 2027	

KEY PERSONNEL

Name	Role	Contact Details
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J Frost	Headteacher	
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TERMINOLOGY

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE education policy.

AIMS

At Stanley Grove Academy, we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future.

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain healthy, successful relationships.
- Help pupils develop feelings of self-respect, confidence and empathy whilst valuing others.
- Show tolerance and respect for people's choices, beliefs and opinions.
- Understand that there are different types of families.
- Develop confidence in talking, listening and thinking about feelings and relationships whilst demonstrating emotional literacy.
- Understand the consequences of their actions and behave responsibly within relationships and develop a moral code.
- Prepare pupils for life and give them an understanding of growth, human development, puberty and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves, their bodies and how bodies work.
- Recognise unsafe situations and be able to protect themselves and ask for help and support. To make informed choices.

RATIONALE

Good RSHE enables pupils to develop the knowledge, skills and confidence they need to make informed decisions about their wellbeing, health and relationships. It helps them apply this knowledge in practice, build resilience, recognise risks and challenges, and know when and how to seek support. RSHE begins informally at home with parents and carers but in school, compulsory content must be age and developmentally appropriate, and taught sensitively and inclusively, with respect for pupils' and parents' backgrounds and beliefs.

In school, we want RSHE to provide the key foundations for healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This sits alongside essential learning about physical and mental health. As children and young people face increasing challenges, our RSHE curriculum will help them care for themselves, access support when needed, and develop the resilience, character and confidence to thrive. It will also support pupils to set and work towards academic and personal goals, persevere through setbacks, and develop personal qualities such as kindness, integrity, generosity and honesty.

LEGISLATION

This policy has been written in compliance with the relevant statutory requirements and official guidance governing the delivery of Relationships, Sex, and Health Education (RSHE) in England.

- [**Children and Social Work Act 2017 \(Sections 34 & 35\)**](#): Mandates Relationships Education in all primary schools and Relationships and Sex Education (RSE) in all secondary schools.
- [**Education Act 1996 \(Section 403\)**](#): Places a statutory duty on governing bodies and headteachers to ensure RSE is delivered safely, appropriately, and with due regard to the Secretary of State's guidance.
- [**Education Act 2002 \(Section 78 & 80A\)**](#): Charges schools with providing a broad, balanced curriculum that promotes the spiritual, moral, cultural, mental, and physical development of pupils while granting the statutory power to enforce national RSHE standards.

National Guidance

- [**The Relationships Education, Relationships and Sex Education, and Health Education \(England\) Regulations 2019**](#): Legal regulations that render the RSHE curriculum compulsory across all mainstream, academy, special, and independent schools.
- [**DfE RSHE Statutory Guidance**](#): This policy complies with the Department for Education's statutory framework, ensuring full operational integration ahead of the mandatory 1 September 2026 enforcement deadline.

Interlinked Legal Duties

This policy must be read and implemented alongside the school's legal duties under the following frameworks:

- [**The Equality Act 2010**](#): Specifically the Public Sector Equality Duty (PSED), ensuring curriculum delivery does not discriminate against pupils based on protected characteristics.
- [**Keeping Children Safe in Education \(KCSIE\)**](#): Aligning all RSHE lesson delivery with the school's primary safeguarding and child protection responsibilities.

ASSOCIATED POLICIES

Accomplish MAT – Trust Safeguarding Policy
Accomplish MAT – Trust Behaviour Policy
Accomplish MAT - Trust Anti-Bullying Policy
Equality and Diversity Policy
SEND Policy

ROLES AND RESPONSIBILITIES

The Trust

The Trust will approve the RSHE policy and hold the head teacher to account for its implementation. They will also ensure the school meets its statutory requirements in relation to relationships and sex education.

The Headteacher

The Headteacher and Curriculum lead are responsible for ensuring that RSE is taught consistently across the school, by agreeing the curriculum delivery model (where it will be taught, the time allocation and staffing etc). They should ensure that RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils. They will enable staff to be suitably trained to teach relationships and sex education. And finally, they are responsible for managing requests to withdraw pupils from non- statutory components of RSE.

Staff

Staff are responsible for:

- Ensure the safety and wellbeing of their pupils.
- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSE.
- Report any safeguarding concerns or pupil disclosures during lessons to the DSL (in line with the safeguarding policy).
- Monitoring progress.
- Responding to the needs of individual pupils, including SEND students.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.

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

Curriculum Lead

The curriculum lead has the responsibility for teaching and monitoring all aspects of the PSHE curriculum which includes RSHE in our school. They can do this by

- Ensuring continuity and progression between each year groups.
- Working with other teachers (including subjects leads) to ensure the RSHE curriculum complements and supports other curriculum areas.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

Pupils

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

CURRICULUM

Our curriculum is set out as per **Appendix 1**. We regularly reflect upon the content of our curriculum to ensure it meets the needs of the children within our community as well as the statutory requirements of the current [RSHE Statutory Guidance](#). We have also developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

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 which may not be true or accurate. If it were to be felt greater education was needed to keep our children safe this would be prioritised, this may be on an individual, group, class or whole school level. For more information about our curriculum, see our curriculum map in **Appendix 1**.

Our curriculum does cover all statutory elements of RSHE as outlined in the table below

Phase / Strand	Core Statutory Themes	Key Learning Intentions & Requirements
EYFS (Nursery & Reception)	Self-Regulation	• Understand their own feelings and those of others. • Set simple goals and learn to change actions or regulate behaviour.
	Managing Self	• Manage basic hygiene and personal needs (e.g., dressing, going to the toilet). • Understand the importance of healthy food and physical activity choices.
	Building Relationships	• Form positive attachments with adults and friendships with peers. • Show sensitivity to their own and others' needs.
Primary Relationships (Key Stages 1 & 2)	Families & People Who Care for Me	• Recognise that families look different (including single parents, same-sex parents, foster parents). • Understand that stable, caring relationships are at the heart of happy families.
	Caring Friendships	• Recognise what makes a good friend (e.g., kindness, respect, honesty, loyalty). • Know how to manage conflicts or toxic traits in friendships constructively.
	Respectful Relationships	• Understand the importance of self-respect and treating others with dignity. • Learn about courtesy, manners, and challenging bullying/stereotypes.
	Online Relationships	• Understand that people behave differently online than in person. • Identify online scams, financial harms (such as video game monetisation), fraud, and age-restrictions.
	Being Safe	• Understand boundaries, privacy, and personal space (using correct names for body parts, including genitalia). • Learn strategies for resisting pressure and reporting abuse.

Primary Health <i>(Key Stages 1 & 2)</i>	Mental Wellbeing	• Recognize a wide range of emotions and understand that change and loss (including bereavement) cause complex feelings. • Know how and when to seek help with isolation, loneliness, or frustration.
	Internet Safety & Harm	• Balance time spent online with physical or offline activities. • Recognize how online content can be curated, altered, or misleading.
	Physical Health & Fitness	• Understand the physical and mental benefits of an active lifestyle. • Know the risks associated with an inactive lifestyle.
	Healthy Eating	• Understand what constitutes a healthy, balanced diet. • Recognize the impact of poor nutrition on dental and physical health.
	Drugs, Alcohol & Tobacco	• Know the facts about legal and illegal substances. • Recognize the health risks linked to smoking, alcohol usage, and vaping.
	Health & Prevention	• Identify safe practices concerning personal hygiene, immunization, and sleep. • Recognize early signs of physical illness.
	Basic First Aid	• Know how to make an emergency call. • Learn basic concepts of immediate first aid (e.g., dealing with burns or choking).
	Changing Adolescent Body	• Understand the key emotional and physical changes of puberty. • Learn the biological facts about human reproduction (typically aligned with National Curriculum Science).

PARENTAL RIGHT TO WITHDRAW FROM SEX EDUCATION

Before Year 5 and 6 embark upon their explicit RSHE (relating to puberty) programme, parents are informed of their right to withdraw their child from these specific RSHE lessons and given an overview of the topics the child will be covering, work that is extra to the work as part of the science curriculum. Parents are also reminded that they can view a copy of the school's RSHE Policy and curriculum content on the website.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum once parents have put this request in writing. There is no right to withdraw from Relationships Education or Health Education. Relationships and Health Education is statutory in schools; sex education is statutory in secondary schools. Parents therefore do not have the right to remove their child from RHE lessons in primary except for the sex education sessions.

INCLUSIVITY

We will support children with SEND (and if arising pupils who identify as LGBTQ+) through thoughtful, sensitive and inclusive delivery of the PSHE programme. Lessons will be adapted where needed so that all pupils can access learning in ways that meet their individual needs, including through clear language, visual support, additional time and trusted adult support. Staff will create a respectful classroom ethos where pupils feel safe, valued and able to ask questions. Resources will reflect diverse families, identities and experiences positively, while challenging stereotypes, prejudice and unkindness. We will work closely with families and specialist staff where necessary to ensure every child feels included and supported.

DELIVERING RSHE WHICH IS SENSITIVE TO FAITH AND CULTURE

We recognise and respect the many faiths, cultures and family backgrounds represented in Britain today, including within our own school community. Our approach to RSHE will be thoughtful, balanced and non-judgemental, helping pupils learn in a way that is respectful of different beliefs, views and experiences while remaining in line with the law.

Through RSHE, we aim to promote equality, kindness and respect, and to challenge prejudice or discrimination wherever it arises. We will use a range of inclusive resources so that every child and family feels seen, respected and valued. We also recognise parents and carers as important partners in RSHE, and we welcome their role in helping children connect what they learn in school with their own family faith, beliefs and values.

RSHE AND SAFEGUARDING

RSHE will be taught in a safe, supportive and caring learning environment where pupils feel comfortable to share their views, ask questions and know where they can go for help. Staff understand that RSHE can help pupils recognise healthy and unhealthy relationships, and that this may sometimes lead to a child sharing a concern or making a disclosure. If this happens, teachers will respond calmly and sensitively and will always refer the matter to the designated safeguarding lead (DSL).

To support pupils' safety and wellbeing, children need simple, age-appropriate knowledge about body privacy, including the correct names for body parts. We use consistent, accurate language across the school as part of our safeguarding practice. This is taught in a sensitive and appropriate way and is not sex education.

In RSHE lessons, we will support pupils by ensuring that:

- Teachers and pupils agree clear ground rules so that everyone feels safe, respected and able to take part.
- Teachers explain confidentiality in a clear and reassuring way, including when information may need to be shared to keep someone safe.
- Distancing techniques are used so pupils can explore sensitive issues without feeling expected or pressured to talk about their own experiences.
- Children's natural curiosity is welcomed, and teachers answer questions sensitively, honestly and in a way that is appropriate for pupils' age and context.
- Teachers respect parents' right to withdraw their child from sex education lessons, while recognising that children may ask questions that link learning across science, relationships

education and sex education. Staff will handle these questions carefully and in line with this policy.

TRAINING

Our curriculum lead has attended Pol Ed training and disseminated this to the staff to support the planning, teaching and use of resources.

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Staff will be supported throughout the academic year by the curriculum lead who will support particularly around sensitive areas and will use the subject concept map to support delivery. The Headteacher/Curriculum Lead may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

USING VISITORS TO SUPPORT RSHE DELIVERY

Sometimes external experts from outside of school can contribute to lessons. They may have specialist knowledge and/or be able to provide stimulating and engaging lessons which help children stay safe. When available, external experts may be used to deliver some aspects of RSHE e.g. NSPCC speakers. Whenever an external visitor is going to deliver a lesson or activity that is related to RSHE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSHE policy, our Safeguarding Policy and protocols and the Visiting Speakers Policy. All lessons or sessions are evaluated by staff. The visitor will also be supervised by a member of staff at all times.

SUGGESTED RESOURCES (KCSiE – 2026)

1. General RSHE Curriculum & Lesson Planning

- **Oak National Academy:** Explicitly added to paragraph 155 following stakeholder feedback, [Oak National Academy](#) provides free, fully planned, and time-saving teacher resources mapped to statutory requirements.
- **The PSHE Association:** Acknowledged for providing fully accredited lesson plans, curriculum models, and teacher guidance. KCSiE specifically highlights their role in quality-assuring safeguarding and relationship resources.

2. Online Harms, Deepfakes, and Cyber Safety

With KCSiE 2026 introducing heavier emphasis on AI-generated or manipulated nude images and deepfakes, specific tech-safeguarding platforms are highlighted:

- **National Crime Agency's CEOP Education Programme:** Specifically recommended for protecting youth from online sexual abuse. It provides lesson plans directly aligned with the RSHE curriculum and regular e-bulletins regarding emerging online threats.
- **UK Council for Internet Safety (UKCIS):** Signposted for its *External Visitors Guidance*, helping teachers maximize the safety and impact of bringing outside speakers into RSHE classrooms to discuss online spaces.
- **UK Safer Internet Centre:** Included for resources on reporting, mitigating, and removing harmful online content.

3. Mental Health and Well-being

- **Public Health England / Every Mind Matters:** Formally signposted in the guidance to support teachers with the health and mental well-being components of the RSHE framework. It provides digital materials, lesson starters, and frameworks for exploring complex emotional issues safely.

APPENDIX 1

- **Pol-Ed** - a full PSHE programme (EYFS to KS5) available in purchasing force areas, which is fully aligned to statutory RSHE guidance and wider PSHE objectives.
<https://www.pol-ed.co.uk/audiences/general/pages/login-home>

Our full Life Lessons concept map can be viewed on the school website.

<https://www.stanleygroveprimary.co.uk/page/?title=Concept+Maps&pid=112>

STANLEY GROVE ACADEMY

LIFE LESSONS CONCEPT MAP




Ready for school. Ready for life

Life Lessons

PSHE and Citizenship

Our PSHE curriculum is structured around four key concepts taught progressively from Year 1 to Year 6.

We follow the Pol-Ed scheme throughout these year groups, which is a high-quality programme designed to equip children proactively with essential skills and personal qualities that help them make healthy, informed, and safe choices in their daily lives.

Pol-Ed is regularly updated using local and national police crime data, enabling us to respond reactively to emerging issues as needed.

British Values and the Prevent duty are fully embedded throughout the curriculum.

While Pol-Ed covers the majority of the citizenship curriculum, topics such as democracy, climate change, personal responsibility, and the UK's role in the wider world are addressed through wider school opportunities and other curriculum areas.

Key skills and qualities are woven throughout the curriculum to support children's ongoing personal development and wellbeing.

SUBSTANTIVE CONCEPTS

Relationships	Keeping Safe	Understanding Law	Well-being
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SKILLS AND QUALITIES

These skills and qualities are clearly mapped on the Pol-Ed planning for each session.

Empathy	Resilience	Respect	Risk
Fact finding	Future planning	Decision making	Self-worth



Relationships

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How can I be an ally?	How are we the same? How are we different?	How should we treat people?	How can we be role models?	How can my adult relationships affect my future?	How can I get ready for secondary relationships?
How can I make friends?	How can I work with different people?	What can I do when friendships go wrong?	What is a healthy friendship?	How do words have power?	How can we be allies against racism?
What if my friends are making me feel sad?	How do I share family worries?	What do we mean by consent in friendships?	What is discrimination?	What are my personal boundaries?	How can we challenge sexism?
What is bullying?	What is a family?	What is bullying?	What is diversity?	What are online friendships?	How can we respect different relationships?
Why are safe hands important?	Why are relationships important?	Who are my key people?	Who makes up my community?	What is grooming?	What is a debate?
Why is name calling unkind?				What is media influence?	What is my relationship with authority?
friendship, kindness, ally, feelings, safe, bullying	similarities, differences, teamwork, family, worries, respect	consent, kindness, friendship, bullying, support, feelings, respect	role model, diversity, discrimination, influence, community, belonging, boundaries	relationships, boundaries, consent, grooming, media, peer pressure, online safety	ally, racism, sexism, debate, authority, respect, identity

Keeping safe

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How can I keep safe in new places?	How can I keep safe online?	How can I share my worries?	How can I keep safe in my local area?	How can we keep our things safe?	How is my data shared?
How can I speak up?	What are different types of meetings?	What are emergency services?	How can we keep safe on the road?	How can we use our phones sensibly?	What is spiking?
How can I use things at home safely?	What are medicines?	What are emergency situations?	What are hazards in the home?	What are deep fakes?	What is the issue with addiction? (Vaping/smoking)
What is 999?	What are private body parts?	What do we mean by risk?	What is first aid?	What are the risks with money?	Why does media have age restrictions?
What is private information?	What is fire safety?	When should I break a secret?	Who do I encounter?	What do I know about drugs?	Bonfire Night Lesson
Who are my trusted adults?				Why are our special people important?	Halloween Lesson
safe, speak up, home, 999, private, trusted adult	online, meeting, medicine, body parts, fire, permission	worry, emergency, danger, risk, secret, service	local, road, hazard, first aid, encounter, signal	belongings, phone, fraud, money, drugs, influence, choices	data, spiking, addiction, restriction, safety plan, boundaries, independence

Understanding Law

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How can I be responsible?	What are needs and wants?	How can I be a responsible citizen?	How can I respect/ t my environment?	How do rules help our community?	What different types of crime are there?
What can happen when rules are broken?	What is a job?	How do we enforce the law?	What are protected characteristics?	What can and can't I do on the internet?	What does the law say about legal drugs?
What do the police do?	What is money?	What are children's rights?	What can I be?	What is gambling?	What does the law say about marriage?
Why have different rules in different places?	What is the internet?	What is the law and why do we have it?	What is hate crime?		What is a weapon?
	Why does age matter?				What is antisocial behaviour?
					What is shop theft?
rule, responsible, police, consequence, choice, fair	need, want, money, job, internet, age	citizen, rights, law, enforce, justice, respect	environment, protect, identity, equality, prejudice, crime	community, digital, limit, gambling, permission, regulation	offence, legal, marriage, weapon, antisocial, theft, responsibility

Well-being					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What makes me special? What do feelings feel like? How can I share my feelings? How can I be an empathy expert?	How can I deal with change? What does it mean to be healthy? How can I look after my body? Why is sleep important? When do I need to take a break?	What is mental health? What am I good at? How can intense feeling feel? What words can I use to talk about my feelings? How does school help me?	How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? How does school build my character?	What is my personal identity? How might puberty impact the way I feel? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might school impact the way I feel? How can drugs and alcohol make people feel?	What does 30 look like? How can I re-frame my thinking? How can I seek support for my mental health? How can I cope with leaving school?
special, feeling, share, care, calm, empathy	change, healthy, body, sleep, rest, break	mental health, strength, intense, emotion, express, support	choice, habit, fuel, hygiene, character, growth	identity, puberty, digital wellbeing, energy, confidence, mood	future, mindset, resilience, support network, transition, independence