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Relationships and Sexual Health Education

(RSHE)

POLICY

March 2026

Policy Date: March 2026
Review Cycle: Annually
Responsible Body: Layfield Primary School Governing Body

Version Control

Review Date	Updates

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Introduction

This policy outlines Spark Education Trust's approach to delivering Relationships, Sex and Health Education (RSHE) across all schools within our Trust. It is informed by the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025) and will be followed from September 2025.

Legal Framework

This policy has been developed in accordance with:

- Education Act 2002, Section 80A
- Education Act 1996, Section 403
- Department for Education statutory guidance: Relationships Education, RSE and Health Education (July 2025)
- Keeping Children Safe in Education 2025
- Equality Act 2010
- Other relevant Trust policies (Safeguarding, SEND, Online Safety & Behaviour).

Aims and Objectives

The aims of RSHE at Spark Education Trust are to:

- Provide a comprehensive, age-appropriate curriculum that reflects pupils' needs and experiences.
- Promote the physical, emotional, and social development of pupils.
- Equip pupils with knowledge and skills to make informed decisions about their health and relationships.
- Foster a safe and supportive environment for discussing sensitive issues.
- Ensure teaching is inclusive, respectful, and sensitive to diverse beliefs and backgrounds.

Curriculum Content

Relationships Education (Primary)

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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Relationships and Sex Education (RSE) (Secondary)

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Health Education (Primary & Secondary)

- Mental wellbeing
- Internet safety and harms, including AI and deepfakes
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body
- Suicide prevention and self-harm awareness

Teaching and Learning Strategies

RSHE will be taught using:

- Class discussions and debates
- Group work and role-playing
- Multimedia resources
- Guest speakers and external agencies where appropriate
- Interactive workshops

Teachers will establish ground rules to ensure discussions remain appropriate, respectful, and safe.

Guiding Principles

RSHE delivery is underpinned by:

1. Engagement with pupils to ensure relevance
2. Engagement and transparency with families, providing access to materials
3. Positivity, promoting healthy relationships and lifestyles
4. Careful sequencing of age-appropriate topics
5. Relevance and responsiveness to pupil needs
6. Skilled delivery and staff training
7. Whole school approach embedding RSHE in all aspects of school life

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Inclusion and Equality

- RSHE is inclusive of all pupils, and reflects different family structures, faith backgrounds, cultures, genders and sexual orientations.
- Curriculum adaptations are made for pupils with SEND.
- LGBT+ inclusive content is mandatory and is delivered in an age-appropriate, factual and respectful manner.
- Teaching respects and considers religious and cultural backgrounds while meeting statutory requirements.

Parental Engagement and Right to Withdraw

- Parents/carers will be informed of RSHE curriculum content and may request to view teaching materials
- **Primary:** No right to withdraw from Relationships Education or Health Education**.**
  Sex Education: Headteachers/Heads of School must automatically grant parental requests to withdraw from Sex Education which is not statutory until KS3.
- **Secondary:** Parents/carers may request withdrawal from non-statutory sex education beyond biological reproduction. Requests must be made in writing.
- The Headteacher/Head of School (or Senior Leader) will meet with parents/carers (and the pupil, where appropriate) before making a decision. Notes and decisions will be recorded.

Safeguarding and Pupil Welfare

- RSHE will be delivered safely and in line with safeguarding procedures.
- Staff are trained to manage sensitive discussions appropriately, respond to disclosures and follow safeguarding policy and procedures.
- Pupils are informed of confidentiality limits and staff reinforce confidentiality boundaries.
- Staff teach sensitive topics (e.g. abusive relationships, harmful online behaviours, misogyny, self-harm, illegal acts such as strangulation) in a factual and protective way.

Roles and Responsibilities

- **Trustees/Trust Board:** Ensure statutory compliance, approve policy, allocate resources.
- **Headteacher/Head of School/Governors:** Implement and monitor RSHE, ensure staff training, evaluate effectiveness.
- **RSHE Coordinators:** Curriculum development, resource selection, parental liaison, monitoring.
- **Teaching Staff:** Deliver RSHE safely and effectively, maintain safe environment, respond appropriately to disclosures.
- **Parents/Carers:** Support learning, engage in consultation, communicate concerns.

Parents/carers may contact the following with RSHE queries:

- RSHE Lead: Mrs Samantha Butcher
- Headteacher and Designated Safeguarding Lead: Miss Sharon Lock

Printed copies of policies/materials available upon request.

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Training and Professional Development

All teachers of RSHE receive regular training on covering statutory guidance, safeguarding, inclusive practice, LGBT+ and inclusion, SEND adaptations and online safety. New staff and supply teachers receive relevant induction training.

External Agencies and Support Contacts

Each school list relevant services:

Local Sexual Health Services

Arch North East – Call - 01642 822 331

GALOP - The LGBT+ Anti-Violence Charity - https://www.galop.org.uk/ - Call 08009995428

For more services, please visit Stockton Information Directory

School Nurse

The School Nursing Team can be contacted through Stockton 0-19 services

Call - 0333 3202 302

Mental Health Support

Stockton Wellbeing Hub - https://www.stocktonwellbeinghub.org/

Stockton 0-19 service – Call 0333 3202 302

Mental Health Crisis Support

In a mental health crisis call NHS 111 and select option 2 which is available 24hours a day, 7 days a week

For more services, please visit - Stockton Information Directory

National helplines

Child line - https://www.childline.org.uk Call – 08001111

Samaritans –Samaritans.org.uk Call 116 123

Barnardo's – https://www.barnardos.org.uk/ Call 01912931400

Love Respect – loverespect.co.uk helpline@womensaid.org.uk

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RSHE Lead contact

Mrs Samantha Butcher, Layfield Primrary School, Telephone 01642 786153 or email info@layfield.org.uk

Safeguarding contacts

Miss Sharon Lock, Headteacher and Designated Safeguarding Lead

Mrs Joanne Smith and Mrs Andrew Pinkham, Deputy Designated Safeguarding Leads

Monitoring, Evaluation, and Review

- Monitoring through lesson observations, learning walks, pupil surveys, assessment of knowledge and attitudes.
- Feedback from pupils, parents, and staff informs curriculum improvement.
- Annual policy review or sooner if legislative updates occur.
- Annual reporting to Trust on RSHE provision and compliance.

Complaints

- Complaints follow the Trust's complaints procedure.
- Alleged breaches of policy are investigated by school leadership and reported to the Trust central team.

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Appendix A: RSHE Curriculum Map Template

Key Stage / Year Group	Relationships Education / Relationships & Sex Education	Health Education	Notes / School Adaptations
EYFS	• Work and play cooperatively and take turns with others • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. • Form positive attachments to adults and friendships with peers. • Set and work toward simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Show sensitivity to their own and to others' needs.	At Layfield, our curriculum operates using a spiral model. Strong foundations are introduced and established in our Early Years RSHE curriculum. As pupils move through school, these foundations are built upon by revisiting key areas of learning, deepening their knowledge and understanding within these areas. We give very careful consideration to discussions and ensure that these use age-appropriate language. We use external providers to supplement our curriculum such as NSPCC, local Fire Brigade etc. Where appropriate, local contextual safeguarding information is used to help supplement our RSHE curriculum. This can include areas such as Rail Safety etc. We contact parents before teaching happens related to
Key Stage 1	• To learn how to play in a co-operative way and how to be polite to one another. • To identify what bulling is and how to work collaboratively with one another. • To identify right from wrong and learn about fairness. • To identify special people within our lives and how family units can look different. • To learn about healthy and unhealthy relationships and how to manage these. • To identify how to keep myself safe online.	• To learn about healthy lifestyles including the benefits of physical activity and a good night's sleep. • To learn about healthy eating and what this looks like. • To identify ways to look after personal hygiene and how their bodies grow and change, including naming body parts using anatomically correct words. • To identify and understand different emotions and how to manage these. • To identify how to keep safe in the wider world, including road safety and making 999 calls. • To identify how to keep myself safe online.	

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Lower Key Stage 2	• To learn how to play in a co-operative way and how to be polite to one another. • To identify what bulling is and how to work collaboratively with one another. • To identify right from wrong and learn about fairness. • To identify special people within our lives and how family units can look different. • To learn about healthy and unhealthy relationships and how to manage these. • To identify how to keep myself safe online.	• To learn about healthy lifestyles including the benefits of physical activity and a good night's sleep. • To learn about healthy eating and what this looks like. • To identify ways to look after personal hygiene and how their bodies grow and change, including naming body parts using anatomically correct words. • To identify and understand different emotions and how to manage these. • To identify how to keep safe in the wider world, including road safety and making 999 calls. • To identify how to keep myself safe online.	puberty and parents' views are welcome to view and discuss our curriculum.
Upper Key Stage 2	• To learn how to play in a co-operative way and how to be polite to one another. • To identify what bulling is and how to work collaboratively with one another. • To identify right from wrong and learn about fairness. • To identify special people within our lives and how family units can look different. • To learn about healthy and unhealthy relationships and how to manage these. • To identify how to keep myself safe online. Within the Y5 science curriculum, pupils learn about animals including humans, which includes describing the changes in humans as they develop to old age. They will also learn about the changes experienced during puberty. *An additional unit is covered in Y6 which covers: Forming relationships Sexual relationships Healthy relationships Unhealthy relationships Gender issues and relationships	• To learn about healthy lifestyles including the benefits of physical activity and a good night's sleep. • To learn about healthy eating and what this looks like. • To identify ways to look after personal hygiene and how their bodies grow and change, including naming body parts using anatomically correct words. • To identify and understand different emotions and how to manage these. • To identify how to keep safe in the wider world, including road safety and making 999 calls. • To identify how to keep myself safe online.	

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Appendix B: Parental Withdrawal Procedure

1. Parent/carer submits written request to the Headteacher/Head of School.
2. A meeting is arranged with the parent/carer (and pupil where appropriate).
3. The Headteacher/Head of School/Senior Leader explains lesson content and discusses concerns.
4. Decision confirmed in writing and recorded.
5. Alternative supervised provision arranged.
6. Re-entry to lessons may be requested at any time.

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Appendix C: RSHE Resource Vetting Checklist

Resources must:

- Align with DfE statutory guidance.
- Be age-appropriate.
- Be inclusive and respectful of protected characteristics.
- Be factually accurate.
- Be free from stereotypes.
- Be safeguarding appropriate.
- Be shareable with parents when requested.

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