

**NCC Policy Guidance and Policy Template  
Relationships Education, Relationships and Sex Education (RSE) and  
Health Education (RSHE)**

**Adopted by:  
Stanhope Primary School**

**September 2025 - 2026**



## **Introduction**

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. PSHE continues to be compulsory in independent settings.

At **Stanhope Primary School** we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE (One Life Personal Development Programme) and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

## **Policy Development**

This policy has been developed to reflect the most recent Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education), and was formulated in consultation with the whole school community with input from: staff, governors, children, parents/carers, other partners.

This policy is available:

- Online
- From the school office
- Child friendly versions are on display and in welcome packs for new pupils

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

## **Roles, Responsibilities and Staff Training**

At Stanhope Primary School, the RSHE programme will be led by Nicky Bridges (Headteacher) and Robyn Vernon (Personal Development Lead). The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review
- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum

- Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when
- Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

### **Confidentiality, Safeguarding and Child Protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school's policies and procedures.

Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead/leads (DSL) and their Deputy/deputies in our school is/are Nicky Bridges / Nat Wright / Toni Vernon / Robyn Vernon.

The nominated Governor with responsibility for RSHE is Tom Ali.

### **Parental Rights to Withdraw**

At Stanhope Primary School, we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to the (Headteacher or Lead Teacher). They will be invited to discuss their concerns but if they still wish to withdraw their child(ren) we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

### **Managing Difficult Questions**

It is inevitable that controversial issues may occur as part of RSHE, such as divorce, rape, abortion, pornography etc. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

### **Curriculum Design**

The RSHE curriculum at Stanhope Primary School will be taught through our One Life Personal Development Programme / our PSHE KKPD curriculum and the Christopher Winters Project via:

- A spiral curriculum
- Curriculum days
- PSHE/RSHE lessons

- External providers
- Taught by dedicated school staff
- Topics

The programme will be delivered to all our pupils by

- dedicated staff and external visitors where necessary with specific expertise on key topics.
- Use of 'ground rules' or 'group agreements' – so that we create an environment where everybody feels able to discuss openly and honestly without fear of embarrassment or judgement
- Information and reminders for pupils of who can offer confidential support such as sexual health services

Across our primary phase, pupils/students will be supported with developing the following skills:

- Communication – speaking and listening, including how to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

### **Curriculum Content**

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:

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

### **Physical Health and Mental Wellbeing**

Our pupils will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within our curriculum and by the end of primary school, pupils should know about:

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Further details of our RSHE curriculum plans can be found by visiting our school website.

### **Breaches / Complaints:**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

### **Links with other policies**

You may find it helpful to read this RSHE Policy alongside the other following school policies:

<b>Policy</b>	<b>How it may link</b>
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Child-on-Child Policy	Includes details about how to recognise, report and respond to all forms of child-on-child abuse
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying / cyberbullying
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

### **Further information and support can be found through the following links:**

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)

### **Monitoring, Evaluation and Review**

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

## Guidance Notes for Schools re change of legislation:

This policy template and guidance has been updated to be released on 1<sup>st</sup> September 2025 however only minor changes have been made – it remains in line with the 2019 RSHE statutory guidance.

NCC and the ESHAW Hub will provide further updates and will release an updated policy template and guidance to reflect the updated government statutory guidance released July 2025 for implementation on **1 September 2026**.

The DfE have stated that schools can start following the new guidance sooner if they wish to and are properly prepared to do so. This effectively gives schools a full academic year to prepare for the transition to full implementation of the updated requirements.

Until then schools are still legally bound by the 2019 statutory guidance.

All schools **must** proactively engage and consult with parents to develop a written up-to-date policy for Relationships Education and RSE. While schools are not required to publish a policy for health education, it would be good practice for schools to set out some of the details about how health education will be taught.

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is compulsory in **all** schools **except** independent schools. PSHE continues to be compulsory in independent schools.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary school, however the Department for Education (DfE) continues to recommend that **all** primary schools **should** have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society', which prepares pupils for the opportunities, responsibilities, and experiences of later life.

This guidance and associated Policy Template for RSHE, has been written to reflect the most recent statutory guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education) and [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)

It is good practice, as with the development of all policies, to consult with all main stakeholders, such as – pupils, parents/carers, staff, governors, and the wider community.

The Education, Safeguarding, Health and Wellbeing (ESHAW) Hub provide support and advice for RSHE Leads. For further information or support, please contact [eshawh@nottsc.gov.uk](mailto:eshawh@nottsc.gov.uk)

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public Sector Equality Duty (PSED). [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/equality-act-2010-guidance)

All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice. [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/send-code-of-practice-0-to-25-years)

You may also find it helpful to refer to the following guidance, reviews, research, and resource links:

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)
- Education Act/Academies Act - [Education Act 2011 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2011/25) - [Academies Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/25)
- [Learning and Skills Act 2000 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2000/49)
- NSPCC - [How to Talk to Children About Sex & Safety | NSPCC | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/keeping-children-safe-in-education/)

- PSHE Association - [PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)
- Teaching Impartiality in Schools - [Political impartiality in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Equality Act 2010 - [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- SEND Code of Practice - [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- Advice for sharing nudes and semi-nudes (sexting) - [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Education for a Connected World - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- CEOP Education - [CEOP Education \(thinkuknow.co.uk\)](https://www.thinkuknow.co.uk)
- NSCP - [Nottinghamshire Safeguarding Children Partnership](https://www.nottinghamshire.gov.uk)
- [Life Lessons](https://www.nottinghamshire.gov.uk) – free resources, webinars, news & evidence, case studies and information for parents
- NCC Schools' Portal - [Information and Resources for Schools | NCC Schools Portal \(nottinghamshire.gov.uk\)](https://www.nottinghamshire.gov.uk)
- [NCC ESHAW Hub Directory](https://www.nottinghamshire.gov.uk) - A directory of support services, safeguarding information tools and prevention guidance, including RSHE resource recommendations from the ESHAW Hub at Nottinghamshire County Council
- PSHE Association (guidance) - [Selecting and working with visitors and speakers \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)