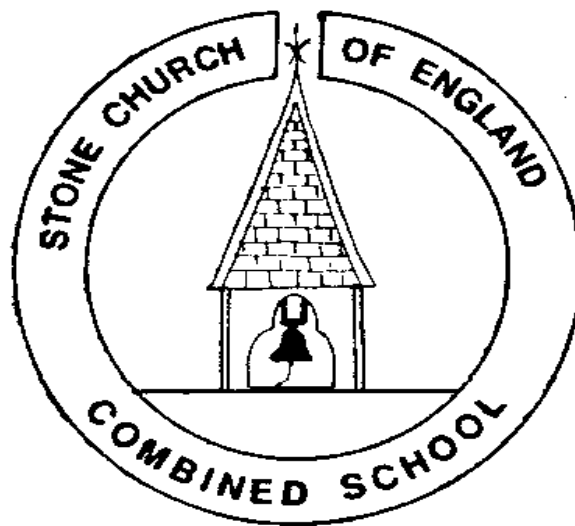


**Bucks County Council &
Stone Church of England Combined School**



Relationships, Sex and Health Education Policy

Ratified	
Date	Summer 2026
To be reviewed	Summer 2027

1. School Ethos and Vision Statement

The school's aim is that every child reaches their full potential with the support of the whole community.

The school vision is:

'Love one another as I have loved you' (John 13: 34-35) helping each other to reach for the stars.

The whole community aspire to fulfil this vision through our Christian values: be safe, be respectful, be collaborative, be courageous.

At Stone CE Combined School, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. Statutory Relationships Education and Health Education are part of the taught PSHE curriculum. PSHE is an essential part of a child's education and significantly contributes to personal and academic success, supporting all pupils to achieve, belong and thrive.

This policy has been revised to reflect the new statutory RSHE guidance published in July 2025.

2. Aims of the RSHE Policy

All state-funded primary schools are required to teach Relationships and Health Education and to have an RSHE policy.

The aims of this policy are to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships, Health and Sex Education
- Help parents and carers to understand what is covered in RSHE and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships, Health and Sex Education
- Reflect our Christian values and commitment to treating all members of our community with love, dignity and respect

3. Legal Requirements

- To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, making Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

- To comply with the Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance from the DfE (July 2025)
- To comply with the requirements to have an up-to-date Relationships/RSHE policy developed in consultation parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSHE and Health Education (July 2025)
- To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships /RSHE teaching are identified and followed in accordance with the school safeguarding policy and to comply with current KCSIE statutory requirements.

4. Development of the Policy

This policy was developed and updated in May 2026 in line with current guidance by the PSHE lead in consultation with school governors, staff, parents and pupils.

This policy links to our:

- PSHE Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Equalities Policy
- Behaviour and Self-Regulation Policy

Statutory Relationships and Health Education and non-statutory Sex Education are taught through our Personal, Social, Health and Economic Education (PSHE) curriculum. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/carers to ensure children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

An overview of our PSHE curriculum can be found on the school's website and is included in curriculum information shared each term. We are committed to working in partnership with families and welcome parents and carers to make an appointment to discuss any aspect of this policy, resources and RSHE provision in school.

5. Relationships Education

What is Relationships Education?

Statutory Relationships Education at Stone CE Combined School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of Year 6 as defined by the DfE guidance.

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It enables them to know

what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others, and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their online and offline lives, and how to report any concerns or abuse and where to access help when needed.

Why teach Relationships Education?

High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Develop strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self-respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand that the principles of positive relationships also apply online, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying, and to report concerns or abuse using the appropriate vocabulary to do so
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can cause them harm
- Recognise that intimate physical relationships are for adults

How we teach relationships education

Relationships education is delivered through the PSHE curriculum using the **Coram Life Education SCARF** scheme of work. These aspects of relationships education, as defined by the DfE, are taught at an age-appropriate level across all year groups.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know.

Distancing techniques are used to teach Relationships Education, which provide depersonalised examples that support children to explore what is being taught without sharing their own personal experiences in the lesson. We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Outcomes for Relationships Education

By the end of Year 6, pupils will have covered the following themes

- **Me and my relationships**
- **Valuing difference**

- **Keeping safe**
- **Rights and respect**
- **Being my best**
- **Growing and Changing**

Full details of what pupils will learn in each theme can be found in **Appendix 1**.

6. Health Education

What is Health Education?

Statutory Health Education at Stone CE Combined School is taught through the PSHE curriculum and teaches pupils what they need to know by the end of Year 6 as defined by the DfE guidance.

Health Education gives pupils the information they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others, and when and how to seek support. Health Education teaches pupils about physical health and mental wellbeing, recognising that the two are interlinked and are equally important.

Health Education also teaches pupils how to manage risks to their physical and mental health, including online safety, and provides them with the knowledge and strategies to keep themselves healthy and safe throughout their lives.

Why teach Health Education?

High quality Health Education will support pupils to:

- Understand that mental wellbeing is a normal part of daily life and learn strategies to manage their emotions and feelings
- Recognise when they might need help and how to ask for support
- Understand the benefits of physical activity, healthy eating, good sleep and rest on their physical and mental health
- Know how to maintain good personal hygiene and understand basic first aid
- Understand key facts about puberty and the changing adolescent body, including physical and emotional changes
- Understand the rules and principles for keeping safe online, how to recognise risks and harmful content, and how to report concerns
- Know the facts about legal and illegal harmful substances and associated risks
- Develop the knowledge and skills to make informed decisions about their health and wellbeing
-

How we teach Health Education

Health Education is delivered through the PSHE curriculum using the **Coram Life Education SCARF** scheme of work. These aspects of Health Education, as defined by the DfE, are taught at an age-appropriate level across all year groups.

Some aspects of Health Education are also taught through:

- **Science** (e.g. the human body, nutrition, the impact of exercise)
- **PE** (e.g. the importance of physical activity, how to maintain a healthy lifestyle)
- **Computing** (e.g. online safety, recognising risks online)

To ensure the content and delivery of Health Education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know.

Distancing techniques are used to teach Health Education, which provide depersonalised examples that support children to explore what is being taught without sharing their own personal experiences in the lesson. We provide an inclusive curriculum that promotes understanding and mutual respect for all.

Outcomes for Health Education

By the end of Year 6, pupils will have covered Health Education content within the following PSHE themes:

- **Me and my relationships**
- **Valuing difference**
- **Keeping safe**
- **Rights and respect**
- **Being my best**
- **Growing and Changing**

Full details of what pupils will learn in each theme can be found in **Appendix 1**.

Important note: Health Education, including puberty education, is statutory and parents/carers do not have the right to withdraw their child from this aspect of the curriculum.

7. Sex Education

What is Sex Education?

Sex Education is not statutory at primary level, but the DfE recommends that schools teach sex education in Years 5 and/or 6, in line with content about conception and birth which forms part of the National Curriculum for science. At Stone CE Combined School, we teach Sex Education as part of our Relationships and PSHE curriculum in **Year 6**. Sex Education supports safeguarding and provides a trusted source of factual information for pupils.

Sex Education at our school is taught in addition to the statutory science curriculum and provides factual and age-appropriate knowledge about conception and birth. In preparation for the secondary RSHE curriculum, Sex Education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotional personal space, how to keep themselves safe, and how to report concerns or issues.

Important note: Puberty Education is part of statutory Health Education and parents/carers do not have the right to withdraw their child from this aspect of the curriculum.

Why teach Sex Education?

High quality Sex Education will enable our pupils to:

- Have a factual and age-appropriate understanding of how babies are made and born

- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe online, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

How we teach Sex Education

We use the **Coram Life Education SCARF** scheme of work to teach Sex Education.

Who teaches this?

Sex Education is delivered by a qualified teacher. Two members of staff will be present when sex education is taught.

When is it taught?

Sex Education is part of the PSHE curriculum in Year 6. This is taught in one session and boys and girls are taught separately.

8. Parents' Right to Withdraw from Sex Education

Sex Education is not statutory at primary level. Parents/carers have the right to request that their child be withdrawn from part or all of the Sex Education delivered as part of Relationships, sex and health education (RSHE).

We encourage parents/carers to make an appointment to come in and speak to the class teacher or Headteacher about any concerns they may have before deciding to withdraw their child. We will discuss:

- The benefits of their child receiving this important education
- The social and emotional effect of being left out
- The possibility that the pupil may hear an account of what happened in lessons from their peers, which might be inaccurate

Requests for withdrawal should be put in writing. If a pupil is withdrawn from Sex Education, it is our responsibility to make sure they receive appropriate, purposeful education during the withdrawal period. Pupils who are withdrawn from Sex Education will be provided with suitable alternative educational activities and appropriate supervision in a separate space for the duration of the Sex Education lessons from which they have been withdrawn.

Important: Parents/carers cannot withdraw their child from:

- The Relationships Education in RSHE
- Health Education (including puberty)
- Content that's taught as part of the science curriculum, e.g. reproduction

Pupils who have been withdrawn from Sex Education may still ask questions about reproduction and sex. The school will explain to the pupil that this is something their parents may wish to answer, and the school will inform the parents that child-initiated questions have been raised.

We highly recommend all students receive the full PSHE curriculum.

9. How delivery and content will be made accessible to all pupils, including those with SEND

In line with the Equality Act 2010, we will make reasonable adjustments to ensure all pupils, including those with SEND, can access high-quality RSHE.

Adaptations to delivery and content will be made as required and may include:

- Additional support from a trusted adult
- Use of visual and pictorial resources
- Pre-teaching of vocabulary
- Post-lesson reinforcement
- Simplified language
- Close liaison with parents/carers

For pupils with specific needs, we will work with the SENCO and parents/carers to ensure appropriate provision, which may include individual or small group sessions.

10. Managing Difficult/Sensitive Questions

All aspects of PSHE are underpinned by shared and understood **ground rules** (see Appendix 2) with lessons being delivered in a safe and well-managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A **question box** is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

Teachers may suggest a pupil speaks to their parents or a trusted adult, signpost to support services where needed, and recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

11. Confidentiality and Safeguarding

Any personal disclosures made by pupils will be followed up in accordance with the school's Child Protection and Safeguarding Policy. Teachers will report any safeguarding concerns to the Designated Safeguarding Lead and share concerns with parents/carers according to the school's safeguarding procedures.

12. Roles and Responsibilities

The Governing Body is statutorily responsible for ensuring the school has a compliant and up-to-date RSHE policy. The Governing Body is required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE, including RSHE, is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE Lead is responsible for leading and managing PSHE which includes statutory Relationships and Health Education and non-statutory Sex Education.

Teachers are responsible for delivering PSHE in line with this policy.

Pupils are expected to fully engage with PSHE provision and treat others with respect.

13. Working with Parents and Carers

We will make parents/carers aware of what we're teaching in RSHE. This includes inviting parents into school to discuss the curriculum and the importance of RSHE, and showing parents a representative sample of the resources that we plan to use along with the intended outcome of lessons. We will also allow parents to view all curriculum materials used to teach RSHE, if they request them. An overview of what is taught in each PSHE unit is available on the school website. We keep parents/carers informed about when sex education will take place via our curriculum overviews and parent information sessions. We consult with parents and carers whenever the RSHE policy is reviewed or amended. We work in partnership to support parents to understand RSHE education and have an open-door policy for parents to discuss any aspect of the RSHE curriculum.

14. Working with Outside Agencies and Visiting Speakers

Any outside agencies or visiting speakers will be carefully selected in line with school safeguarding procedures. Any content will be checked prior to delivery to ensure it aligns with our school values and this policy. All visitors will be required to follow our safeguarding protocols.

15. Monitoring, Evaluation and Training

RSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. This policy will be reviewed annually. To ensure staff are confident to deliver all aspects of the PSHE curriculum, including RSHE, access to online, in-school, local and national training will be made available in accordance with the school's CPD programme for staff development.

Appendices

Appendix 1: PSHE Curriculum Overview (showing where RSHE is taught across year groups)

Appendix 2: Ground Rules for PSHE Lessons

Appendix 3: Parental Withdrawal Request Form

Appendix 4: Links to DfE Guidance for Parents

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Appendix 1: Curriculum overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour	Understanding emotional needs Staying safe online Digital footprint	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education

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Appendix 2: Ground Rules for PSHE Lessons

We work with pupils to establish a list of ground rules that will increase their feelings of safety and comfort during RSHE lessons.

The following ground rules are included:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Additional ground rules:

- No personal questions or sharing of private information
- You have the right to pass on a question
- We will respect confidentiality, but we cannot promise total confidentiality if there are safeguarding concerns
- Post the list in the classroom and refer to it as needed

[Type here]

Appendix 3: Parental Withdrawal Request Form

Request to Withdraw from Sex Education

Child's Name: _____

Year Group: _____

Parent/Carer Name: _____

I wish to withdraw my child from Sex Education lessons for the following reason(s):

I understand that:

- My child cannot be withdrawn from Relationships Education or Health Education (including puberty)
- My child cannot be withdrawn from science lessons covering reproduction
- The school will arrange a meeting to discuss my request
- My child will receive appropriate alternative provision during Sex Education lessons

Signed: _____

Date: _____

For school use:

Meeting held with parent/carers: Yes / No

Date of meeting: _____

Outcome: _____

Alternative provision arranged: _____

[Type here]

Appendix 4: Links to DfE Guidance for Parents

DfE information for parents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-RSE-and-health-education/relationships-education-primary>

Parent guide to RSHE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf