

Relationships, Sex & Health Education (RSHE) Policy 2025



Date adopted: 14/11/2024
 Review cycle: Annually
 Approval: Headteacher
 Local approval*: Local Committee
 Next Review Date: October 2026

Last reviewed: October 2025
 Is this policy statutory? Yes
 Author: Headteacher
 Local author*: Headteacher

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	16/10/2025	James Baguley	16/10/2025	No amendments required

 <p><u>SCOTT-BROADWOOD:</u></p> <p>Vision In the name of the Good Shepherd, every child will love, achieve, believe and have life in abundance.</p> <p>Mission Learning is fun and creative, rooted in the natural world and tailored to the individual child; cultivating positive physical, emotional and cognitive development and igniting a life-long love of learning.</p> <p>Values Love - <i>Do all these things; but most important, love each other. Love is what holds you all together in perfect unity. Colossians 3:14</i> We are kind to one another, our community and the wider world. We understand that together we are stronger and richer because of our differences.</p> <p>Achieve - <i>Commit your work to the Lord, and your plans will be established. Proverbs 16:3</i> We work hard and stick at it. We know that true learning happens when we challenge ourselves and make mistakes. We keep going and develop the stickability we need to thrive.</p>	 <p><u>THE WEALD:</u></p> <p>Vision A space to learn and grow – working together in the knowledge and love of God to flourish in all that we do.</p> <p>Values Respect - <i>“And as you wish that others would do to you, do so to them.” Luke 6:31</i> Trust - <i>“When I am afraid, I put my trust in you.” Psalm 56:3</i> Responsibility - <i>“Arise, for it is your task, and we are with you; be strong and do it.” Ezra 10:4</i> Forgiveness - <i>“Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.” Ephesians 4:32</i> Love - <i>“Love your neighbour as yourself.” Mark 12:31</i></p>
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Believe - *For nothing will be impossible with God. Luke 1:37*

We challenge our children to aim high and dream big; sparking curiosity, nurturing aspirations and inspiring the flexibility and resilience needed to flourish in our rapidly developing world.

1. Introduction

We believe that positive wellbeing is something that children need to actively learn about throughout their time at Scott-Broadwood and The Weald. We aim to create learners who feel confident to be themselves and to fulfil their potential. During their time at Scott-Broadwood and The Weald, children will learn the skills to recognise, form and maintain positive relationships, preparing them for their future lives. Through outdoor experiences, engaging stories and collaborative discussion, children can safely learn the importance of keeping themselves both physically and mentally healthy. Children who have developed emotional literacy and learnt strategies to recognise and manage their emotions are better prepared to face the challenges of life in modern Britain. By learning about rights and responsibilities, our children know how to be a member of a diverse society and how to contribute positively to their environment both locally and globally.

2. Rational and Ethos

So God created humankind in his image, in the image of God he created them. (Genesis 1:27)
I have come in order that you might have life—life in all its fullness. (John 10:10)

At Scott-Broadwood and The Weald, we follow the Church of England's approach to Relationships and Health Education (RHE) and Sex and Relationships Education (RSE), underpinned by the Bible verses above, that everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

We believe that all pupils have a right to an education that fully prepares them for their future and is set in a supportive learning environment where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect.

At Scott-Broadwood and The Weald, we aim to create learners who feel confident to be themselves and fulfil their potential without fear. We feel that RHE is an important and integral part of our school curriculum as it provides the building blocks that allow children to develop their understanding of positive relationships, how to keep themselves safe and to make healthy choices. Throughout our RHE and sex education curriculum we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils.

At Scott-Broadwood and The Weald, we value the partnership of home and school and feel that it is vital in providing the context to age-appropriate RHE and Sex Education in both school and home settings. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. The policy will be reviewed each year, in consultation with parents.

3. Our Curriculum Aims

The intended outcomes of our RHE programme are that pupils will, at an age appropriate level:

- Know and understand:
 - What constitutes a safe and healthy lifestyle
 - The physical and mental changes that will occur as they grow up
 - The importance of health and hygiene
- Understand they have a right to:

- Be accepted for who they are
 - Discuss their questions and misconceptions about sexual intercourse, puberty and sexual orientation at an age-appropriate level
- Understand they have a responsibility to:
 - Acknowledge and appreciate difference and diversity
 - Be positive and active members of a democratic society
- Develop the skills to:
 - Recognise, form and maintain positive relationships and recognise negative behaviours both on and offline
 - Keep themselves safe both on and offline
 - Prepare themselves for the opportunities, responsibilities and experiences of later life
 - Make informed choices
 - Understand and manage their emotions
 - Verbalise their feelings or their experiences
- Develop the attributes of:
 - Self-respect, confidence and empathy

At Scott-Broadwood and The Weald, we understand that some of these issues can be sensitive or uncomfortable to discuss. To allow all pupils to feel comfortable in these lessons, we strive to create a supportive, open and safe environment by:

- Creating a positive culture around issues of sexuality and relationships
- Providing a framework in which sensitive discussions can take place
- Providing pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Teaching pupils the correct vocabulary to describe themselves and their bodies
- Fostering a non-judgemental ethos where all pupils can discuss their personal ideas and feelings

4. Statutory Requirements

In September 2020, the Department for Education introduced compulsory Relationships and Health Education (RHE) for primary-school pupils, although the introduction had been postponed until the start of the Summer Term 2021 due to school closures in light of Covid-19. Therefore, we are required to teach Relationships and Health Education to all pupils, as per section 34 of the Children and Social Work Act 2017. Sex Education is taught as part of the Science National Curriculum. The statutory guidance provided by the Department for Education has informed this policy and our new Story Project Wellbeing curriculum, containing RHE and Sex Education.

This RHE and Sex Education policy has been informed by the following documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2000)
- Equality Act (2010)
- Keeping Children Safe in Education (2015)
- Children and Social Work Act (2017)
- Valuing All God's Children (2019) (The Church of England)

5. Policy Development



This policy has been developed by the schools senior leaders and PSHE subject leader through consultation with parents, pupils, staff members and governors. The consultation and policy development process was carried out in March 2021.

In writing the draft policy the PSHE subject leader collated relevant national, local and diocese guidance on RHE and Sex Education and compared this with The Weald's current PSHE and Sex Education provision. This policy has since been revised alongside Scott-Broadwood's RSHE policy to amalgamate the two.

Other steps taken in the implementation of this policy were as follows:

1. Staff Training – school staff were given the opportunity to look at the statutory RHE guidance and the Well Being Story Project Objectives (introduced in October 2020 at The Weald and 2024 at Scott-Broadwood) and discuss the support required to meet the guidance
2. Pupil Consultation – pupils were surveyed about their feelings around PSHE in Spring 2020, with a view to the school seeking a new scheme of work to replace the SEAL (Social and Emotional Aspects of Learning) scheme.
3. Draft Policy– A draft policy was written.
4. Staff Consultation – staff viewed and discussed the draft RHE and Sex Education policy alongside the revised PSHE Long Term Plan
5. Parent Consultation – March 2021
6. Ratification – once amendments were made, the policy will be shared with governors (April 2021) and ratified

6. Definitions

6.1 Relationship and Health Education (RHE)

At Scott-Broadwood and The Weald, we define Relationship and Health Education (RHE) as a part of lifelong learning that focuses on the emotional, social and cultural development of pupils and involves learning about the emotional and physical aspects of growing up, forming relationships and maintaining good mental and physical health. Effective RHE encourages the children to explore their own and other's attitudes and values, helps to develop their confidence and self-esteem and promotes respect of other's differences including gender, race, beliefs and sexual orientation. RHE involves a combination of sharing information in conjunction with exploring issues and values; it does not promote a specific sexual orientation or gender.

6.2 Sex Education

At Scott-Broadwood and The Weald, we utilise Sex Education, in addition to what is already covered in the Science Curriculum, to equip our pupils with the knowledge to enable them to cope with the changes that will occur as they grow up, both physically and emotionally, and involves learning about sexuality and sexual intercourse. Sex Education is not about the promotion of sexual activity, sexuality or a specific sexual orientation.

7. Our Curriculum

Our Wellbeing Curriculum is taught through The Story Project; carefully choosing stories and innovative accompanying resources that enable teachers to develop their classes wellbeing alongside their literacy skills. In Early Years and KS1, children study 6 books each year and in Key Stage 2, over a two-year cycle, children study 12 books. The carefully chosen books meet the statutory RHE objectives alongside our wellbeing objectives. Throughout the children's time at Scott-Broadwood and The Weald, learnt Principles are applied and developed across the wider curriculum and in a variety of social contexts.

At Scott-Broadwood and The Weald, we follow the Church of England's approach to RHE and Sex Education, that everyone will be treated with dignity as all people are made in the image of God and loved equally by God. Throughout our Wellbeing curriculum, we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils.



To enhance and enrich our Wellbeing curriculum, we participate in a variety of whole school wellbeing days, including, diversity week, black history month and healthy school's week. Our Wellbeing Curriculum is promoted within the school community through collective worship, wellbeing within our newsletters and our open door policy.

For more information about our RHE curriculum, see our Story Project information on the Website, which includes all of the objectives for each year group. Please see the Story Project cycles for more details of which books are taught in which terms.

8. Delivery of RHE and Sex Education

RHE and Sex Education is taught within the Story Project Wellbeing curriculum. These lessons take place in each class once a week, using the chosen book for the half term as a stimulus, however opportunities to teach and model elements of the PSHE curriculum occur throughout the school day. In addition to this, Scott-Broadwood and The Weald has several themed weeks/days throughout the year, where the children take a more concentrated look at a specific topic, such as 'Keeping Safe Week', 'Internet Safety' or 'Young Carers Day'.

Aspects of relationship education are also covered in Religious Education (RE) lessons. In upper KS2, pupils also receive stand-alone puberty and Sex Education sessions delivered by a trained health professional.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education focuses on teaching the skills and knowledge to allow pupils to maintain their mental and physical well-being including:

- Mental Well-being
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Sex Education focuses on equipping the pupils with the knowledge of the changes that will occur as they grow-up including:

- Additional information about puberty
- How a baby is conceived and born

At Scott-Broadwood and The Weald, we believe that pupils should be taught about the society in which they live including exploring the diverse community which makes up modern Britain today. We strongly believe that Wellbeing and RHE should meet the needs of all pupils, whatever their developing sexuality or identity. Pupils should receive teaching on a range of different relationships at an age-appropriate level, which is often delivered through teaching about different types of family including single parent families, families with adopted children, grandparents as main carers and same sex parents. It is important to note that educating about same-sex families is not the same as promoting a specific lifestyle choice and this is supported by the document released by the Church of England 'All God's Children'.



The impact of our Wellbeing Curriculum is evident in the confidence our children demonstrate when expressing their emotions and managing their relationships. We see the impact of this learning in our children's engagement with their community and their care for others. The choices our children make to keep themselves safe and both mentally and physically healthy reflect the impact of our Wellbeing Curriculum.

8.1 Pupils with SEND

The delivery and content of all lessons relating to Wellbeing, Relationships and Sex Education is accessible to all pupils, including those with SEND. Materials are presented in a suitable way to meet the needs of all learners. Relationships and Health Education, including Sex Education, must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As far as is appropriate, pupils with special educational needs should follow the same RHE and Sex Education programme as all other students. Careful consideration should be given concerning the level of differentiation needed and in some cases the content or delivery will have to be adapted. It is not the school's policy to withdraw pupils with SEN from RHE or Sex Education to catch up on other national curriculum subjects: these aspects of personal and social development are vitally important to all pupils.

8.2 Answering Difficult Questions

Staff at Scott-Broadwood and The Weald are aware that views around RHE and Sex Education related issues are varied. However, while personal views are respected, all RHE and Sex Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion. Both formal and informal RHE and Sex Education arising from pupils' questions are answered according to the age and maturity of the pupils concerned. Questions do not have to be answered directly and can be addressed individually later. At Scott-Broadwood and The Weald, we believe that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

9. Roles and Responsibilities

The RHE and Sex Education programme will be led by the PSHE Subject Leader in conjunction with the Head Teacher and the school's governors. It will be taught by class teachers or outside experts, e.g. School Nurses, who may be invited to discuss more sensitive or specialist topics with a year group. As with any visitor, we are responsible for ensuring that we check the visitor or visiting organisation's credentials. We also ensure that the teaching delivered by the visitor fits with our planned programme and our published policy. We always ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (for example, special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

9.1 The Head Teacher

The head teacher is responsible for ensuring that RHE and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Sex Education.

9.2 The Governing Body

The governing body will approve the RHE and Sex education policy and content, and hold the head teacher to account for its implementation.

9.3 Teachers

Teachers are responsible for:

- Delivering RHE and Sex Education in a sensitive, age-appropriate way

- Monitoring progress of pupils in lessons through the use of formative assessment
- Responding to the needs of individual pupils including those with SEND
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSHE and Sex Education

9.4 All Members of Staff

All members of staff are responsible for modelling positive attitudes to RHE and Sex Education.

Staff do not have the right to opt out of teaching PSHE, RHE or Sex Education. However, staff who have concerns about teaching any aspect of the PSHE curriculum, including Sex Education, are encouraged to discuss this with the subject leader or the head teacher.

9.5 Pupils

Pupils are expected to engage fully in Wellbeing lessons and, as in every other subject, treat others with respect and sensitivity.

9.6 Parents

At Scott-Broadwood and The Weald, we understand that the primary role in pupil's Relationships, Health and Sex Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of pupils at our schools through mutual understanding, trust and co-operation.

In promoting this objective we:

- Make available online, via the school's website, this RHE and Sex Education policy
- Answer any questions that parents may have about the RHE and Sex Education curriculum
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RHE and Sex Education in the school
- Inform parents about the best practice with regard to RHE and Sex Education, so that teaching in school supports the key messages that parents and carers give to their children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. In light of this, we ask that parents/carers:

- Discuss their child's learning in RHE or Sex Education with their child to enable differing views and opinions to be discussed and shared
- Discuss any concerns about the content of PSHE or RHE lessons with either the class teacher, the PSHE subject leader or the head teacher.

10. Parents' Right to Withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, although this is not the case in primary schools, where the focus is on Relationships Education. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Alternative work will be provided for pupils who are withdrawn from these lessons based on the statutory RHE curriculum.



Parents should be aware that schools are legally required to provide a broad and balanced curriculum. Sex education topics can arise incidentally across the curriculum and overlap with RHE lessons and it is not possible to withdraw pupils from these relatively limited and unplanned discussions.

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. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. Good practice is also likely to include the headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

11. Training

At Scott-Broadwood and The Weald, training on the delivery of RHE and Sex Education is delivered to staff as part of their induction and is included in our continuing professional development calendar. The head teacher or subject leader may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching Sex Education.

12. Monitoring Arrangements

The delivery of RHE and Sex Education is monitored by SLT and the PSHE subject leader through:

- Regular planning scrutiny
- Learning walks
- Pupil Voice

Our RHE and Sex Education curriculum will be evaluated annually to ensure that it continues to meet the needs of our pupils and continues to be age-appropriate. If it is felt that changes need to be made, parents and carers will be consulted before any changes occur.

Pupils' development in RHE and Sex Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by SLT and the PSHE subject leader annually. At every review, the policy will be approved by the governing body.

The policy has been produced in consultation with parents, staff and governing body of the school and in line with the Good Shepherd's Trust overarching policy for RSE.