Stalmine Primary School

RSHE Policy

September 2026

Aims

At Stalmine Primary School, we believe that Relationships, Sex and Health Education (RSHE) is a fundamental part of preparing children for life in modern Britain. Our RSHE curriculum supports pupils' personal development, emotional wellbeing, safeguarding awareness and ability to form healthy relationships.

The aims of RSHE at Stalmine Primary School are to:

- Provide a safe and supportive environment in which sensitive issues can be discussed.
- Develop pupils' confidence, self-esteem, resilience and emotional wellbeing.
- Teach children how to form safe, respectful and healthy relationships.
- Support children in recognising and managing emotions.
- Prepare pupils for the physical and emotional changes associated with growing up.
- Promote respect, kindness, equality and inclusion.
- Teach pupils how to stay safe both offline and online.
- Equip pupils with the knowledge and vocabulary needed to seek help when required.
- Develop an understanding of personal boundaries, consent and respectful behaviour.
- Promote positive mental and physical health.
- Enable pupils to recognise risks and know how to keep themselves safe.
- Foster respect for diversity and different family structures.

Statutory Requirements

This policy has been developed in accordance with:

- Children and Social Work Act 2017
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- DfE Relationships, Sex and Health Education (RSHE) Statutory Guidance (July 2025, effective September 2026)

As a maintained primary school, Stalmine Primary School is required to teach:

- Relationships Education
- Health Education
- The statutory elements of Sex Education contained within the National Curriculum Science Programmes of Study

Parents do not have the right to withdraw their children from Relationships Education or statutory Science content.

Definition of RSHE

RSHE is lifelong learning about:

- Physical health
- Mental wellbeing
- Relationships
- Families
- Respect
- Personal safety
- Growing up
- Human development

RSHE helps children understand how to lead safe, healthy and fulfilling lives and prepares them for future responsibilities and experiences.

RSHE is not about encouraging early sexual activity. It provides knowledge, understanding and skills that enable children to make informed, responsible and safe decisions.

Principles of Teaching RSHE

At Stalmine Primary School, RSHE will be taught:

- In an age-appropriate manner.
- In a factual and evidence-based way.
- Through a spiral curriculum that builds on prior learning.
- With sensitivity to pupils' backgrounds and experiences.
- In a manner that promotes safeguarding.
- Without discrimination.
- With consideration for pupils' maturity and developmental stage.
- In partnership with parents and carers.

Teachers will create supportive classroom environments that encourage discussion, respect and appropriate questioning.

RSHE Curriculum

Stalmine Primary School delivers its PSHE and RSHE curriculum through the Coram Life Education SCARF programme. The SCARF curriculum provides a planned and progressive programme that covers all statutory Relationships Education and Health Education requirements, alongside learning in personal safety, safeguarding, mental wellbeing, online safety and preparation for puberty.

A full curriculum overview showing coverage and progression across the school is included in **Appendix A** along with DfE Statutory RSHE Content Mapping in **Appendix B.**

Relationships Education

Relationships Education forms the core of our RSHE curriculum where children will be taught about:

Families and Caring Relationships

Pupils will learn:

- That families provide love, care and security.
- That families can be structured in different ways.
- About marriage, civil partnerships and long-term committed relationships.
- The importance of stable and loving relationships.

Respectful Relationships

Pupils will learn:

- How to develop positive friendships.
- How to show respect and kindness.
- How to negotiate and resolve conflict.
- How to recognise bullying and discriminatory behaviour.
- The importance of empathy and understanding.

Online Relationships

Pupils will learn:

- How to stay safe online.
- How relationships online differ from those offline.
- How to identify unsafe online behaviours.
- How to seek help when concerns arise.
- The importance of privacy and personal information.

Being Safe

Pupils will learn:

- About personal boundaries.
- The concept of consent in age-appropriate contexts.
- Safe and unsafe secrets.
- How to recognise abuse.
- How to report worries and concerns.
- How to identify trusted adults who can help.

Health Education

Health Education focuses on both physical health and mental wellbeing.

Mental Wellbeing

Children will learn:

- That mental wellbeing is a normal part of everyday life.
- How feelings can affect behaviour.
- Strategies for managing emotions.
- Resilience and coping skills.
- When and how to seek support.
- The importance of talking about mental health.

Physical Health and Healthy Lifestyles

Children will learn:

- The benefits of physical activity.
- Healthy eating principles.
- Importance of sleep.
- Personal hygiene.
- Oral health.
- Healthy routines.

Puberty

Children will be taught:

- The physical changes associated with puberty.
- Emotional changes that can occur during puberty.
- Personal hygiene during puberty.
- How and where to seek support.

Puberty education will typically be taught from Upper Key Stage 2, with some preparatory learning being introduced earlier where appropriate.

Human Body and Correct Terminology

Pupils will be taught correct scientific names for body parts, including genitalia, in an age-appropriate manner. This supports safeguarding, health education and pupils' ability to communicate concerns accurately.

Change, Loss and Bereavement

Pupils will learn:

- That change is a normal part of life.
- That people may experience loss and bereavement.
- That everyone responds differently to grief.
- How to access support when experiencing difficult emotions.

Personal Safety and Safeguarding

RSHE contributes significantly to safeguarding.

Pupils will learn:

- Road safety.
- Water safety.
- Rail safety.
- Fire safety.
- Personal safety in the community.
- Online safety.
- How to identify risks.
- How to seek emergency assistance.
- How to report safeguarding concerns.

The curriculum will support pupils in recognising:

- Abuse.
- Neglect.
- Exploitation.
- Grooming.
- Coercive behaviour.
- Harmful online interactions.

Online Safety

In line with current statutory guidance, pupils will receive age-appropriate teaching about:

- Online relationships.
- Social media.
- Gaming.
- Online scams and fraud.
- Privacy and personal information.
- Digital footprints.
- Online consent.
- Age restrictions.
- Artificial intelligence and online content where appropriate.
- Critical thinking when engaging with online information.

This teaching complements the Computing curriculum and the DfE's Education for a Connected World framework.

Sex Education

Although primary schools are not required to teach non-statutory sex education, Stalmine Primary School believes pupils should receive age-appropriate information that prepares them for adolescence.

Sex education beyond the statutory Science curriculum may include:

- Human reproduction.
- Conception.
- Pregnancy.
- Birth.

This content will be delivered during Upper Key Stage 2.

Parents retain the right to withdraw their child from non-statutory sex education lessons.

Equality and Inclusion

RSHE will be delivered in accordance with the Equality Act 2010.

Teaching will:

- Promote dignity and respect for all.
- Reflect the diversity of modern Britain.
- Recognise and celebrate different family structures.
- Challenge prejudice and discrimination.
- Promote equality of opportunity.

Pupils will learn about protected characteristics in an age-appropriate manner and will be taught the importance of treating everyone with kindness, dignity and respect.

Teaching materials and discussions will be sensitive, factual and appropriate to children's stage of development.

SEND Provision

We are committed to ensuring all pupils can access the RSHE curriculum.

Where appropriate:

- Learning will be differentiated.
- Additional support will be provided.
- Visual resources and adapted materials will be used.
- Individual needs identified through SEND plans or EHCPs will be taken into account.

Roles and Responsibilities

The Governing Body

The Governing Body will:

- Approve the policy.
- Monitor implementation.
- Ensure statutory duties are fulfilled.
- Support the school's commitment to safeguarding and inclusion.

The Headteacher

The Headteacher will:

- Ensure RSHE is taught consistently.
- Monitor quality and compliance.
- Support staff development.
- Manage withdrawal requests.

Staff

Staff are responsible for:

- Delivering RSHE sensitively and professionally.
- Modelling respectful relationships.
- Supporting pupil wellbeing.
- Responding appropriately to safeguarding concerns.
- Monitoring pupil understanding and progress.
- Undertaking relevant professional development and training.

Pupils

Pupils are expected to:

- Participate respectfully.
- Listen to others.
- Respect differing views.
- Follow agreed classroom rules.

Working with Parents and Carers

We recognise parents and carers as children's primary educators.

The school will:

- Keep parents informed about curriculum content.

- Consult parents when reviewing this policy.
- Provide opportunities to discuss RSHE provision.
- Share representative examples of teaching resources on request.
- Explain parental withdrawal rights clearly.

We aim to build strong partnerships with families to support children in developing healthy relationships and lifestyles.

Parents' Right to Withdraw

Parents do not have the right to withdraw their child from:

- Relationships Education.
- Health Education.
- National Curriculum Science content.

Parents may request withdrawal from non-statutory sex education taught outside the Science curriculum.

Requests should be made in writing to the Headteacher.

Confidentiality and Safeguarding

Teachers cannot guarantee confidentiality if information disclosed by a pupil suggests that:

- They are at risk of harm.
- A crime may have been committed.
- They may be experiencing abuse or exploitation.

In such circumstances, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead (DSL).

Monitoring, Evaluation and Review

Monitoring will include:

- Lesson observations.
- Learning walks.
- Planning scrutiny.
- Pupil voice activities.
- Staff feedback.
- Governor monitoring where appropriate.

The effectiveness of RSHE provision will be reviewed annually.

Use of External Visitors

The school may use appropriately qualified visitors or organisations to support the delivery of RSHE.

All external contributions will:

- Support, not replace, class teaching.
- Be planned and monitored by school staff.
- Reflect this policy.
- Be age and stage appropriate.
- Comply with safeguarding procedures.

Teachers will remain responsible for the learning that takes place.

Associated Policies

This policy should be read alongside:

- PSHE Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality Policy
- Online Safety Policy
- SEND Policy
- Mental Health and Wellbeing Policy
- Attendance Policy
- Keeping Children Safe in Education (KCSIE)
- Education for a Connected World Framework
- DfE Relationships, Sex and Health Education Statutory Guidance (2025)

Publication of this Policy

This policy will be published on the school's website and made available free of charge to parents and carers upon request.

Written by: Mrs E Parkinson

Approved by: School Governors Oct 2026

Date: September 2026

Review: September 2028

Appendix A - Coram Life Education SCARF Curriculum Overview

Curriculum Overview – Cycle A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic	**Me and My Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respects**	**Being my Best**	**Growing and Changing**
C1 – Nur/Rec **(Nursery)**	- What makes me special - People who are special to me	- Me and my friends - Friends and Family - Showing kindness	- People who help to keep us safe - Safety Indoors and Outdoors - Keeping my body safe	- Looking after myself - Looking after others - Looking after the environment	- Keeping by body healthy – food, exercise, sleep - Growth Mindset	- Growing and Changing in nature - When I was a baby - Girls, Boys and Families
C2 – Y1/Y2 **(Year 1)**	- 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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic	**Me and My Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respects**	**Being my Best**	**Growing and Changing**
C3 – Y3/Y4 **(Year 3)**	- 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
C4 – Y5/Y6 **(Year 5)**	- 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

Curriculum Overview – Cycle B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic	**Me and My Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respects**	**Being my Best**	**Growing and Changing**
C1 – Nur/Rec **(Reception)**	- 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 healthy – food, exercise, sleep - Growth Mindset	- Cycles - Life stages - Girls & boys – similarities & difference
C2 – Y1/Y2 **(Year 2)**	- 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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic	**Me and My Relationships**	**Valuing Difference**	**Keeping Safe**	**Rights and Respects**	**Being my Best**	**Growing and Changing**
C3 – Y3/Y4 **(Year 4)**	- 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
C4 – Y5/Y6 **(Year 6)**	- Assertiveness - Cooperation - Safe/unsafe touches - Positive relationships	- Recognising & celebrating difference - Recognising & reflecting on prejudice-based bullying - Bystander behaviour - Gender stereotyping	- Understanding emotional needs - Staying safe online - Digital footprint - Drugs: norms & risks (inc. the law)	- Understanding media bias - Digital critical thinking - Caring: communities & the environment - Earning & saving money - Understanding democracy	- 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 - Self-esteem

Appendix B

DfE Statutory RSHE Content Mapping

Stalmine Primary School delivers Relationships, Sex and Health Education through the Coram Life Education SCARF programme. The table below demonstrates how the statutory requirements of the DfE Relationships, Sex and Health Education Guidance (2025) are met through the school's PSHE and RSHE curriculum.

Relationships Education

Statutory Requirement	How Stalmine Meets This Requirement
Families and people who care for me	Children learn about family life, trusted adults, caring relationships, marriage, civil partnerships, different family structures, getting help and people who are special to them.
Caring friendships	Children learn friendship skills, cooperation, kindness, empathy, compromise, listening skills, emotional needs and how to maintain positive friendships.
Respectful relationships	Pupils learn respect, courtesy, tolerance, conflict resolution, challenging prejudice, understanding stereotypes and celebrating diversity.
Respecting ourselves and others	Children develop self-respect, recognise the importance of treating others with dignity and understand the impact of their words and actions.
Valuing difference	Pupils learn to recognise, respect and celebrate diversity including cultural, religious and family differences.
Online relationships	Children learn how to develop safe online behaviours, communicate appropriately online, stay safe online and respond to unsafe situations.
Being safe	Pupils learn about body ownership, personal boundaries, safe and unsafe touches, privacy, consent, trusted adults, abuse awareness and seeking help.
Bullying prevention	Children learn how to recognise bullying, cyber-bullying, discriminatory behaviour and prejudice-based bullying and how to respond appropriately.

Health Education

Statutory Requirement	How Stalmine Meets This Requirement
Mental wellbeing	Children learn to recognise emotions, develop self-awareness, build resilience, self-regulate, manage difficult feelings and seek support when needed.
Emotional literacy	Pupils learn to communicate feelings appropriately, recognise emotional needs and understand that a range of emotions are a normal part of life.
Physical health and fitness	Pupils learn about exercise, physical activity, healthy lifestyles and the relationship between physical and mental wellbeing.
Healthy eating	Children learn about balanced diets, healthy food choices and healthy habits.
Sleep and healthy routines	Pupils learn the importance of sleep, routines and maintaining healthy lifestyles.
Health and prevention	Children learn about personal hygiene, oral health, disease prevention, healthy habits and keeping themselves physically well.
Medicines and keeping safe	Pupils learn about medicine safety, risk management and making responsible health choices.
Basic first aid and emergency situations	Children learn how to keep themselves safe, identify risks and seek emergency help when required.
Change, loss and bereavement	Pupils learn about change, coping with transitions, loss, grief and accessing support.

Online Safety and Harms

Statutory Requirement	How Stalmine Meets This Requirement
Internet safety	Online safety is taught throughout the curriculum from EYFS to Year 6.
Online relationships	Children learn safe online communication and respectful online behaviour.
Privacy and personal information	Pupils learn how to protect personal information and recognise online risks.
Digital literacy	Pupils learn to evaluate online content critically and become responsible digital citizens.
Media influence	Children learn about media manipulation, online influence and critical thinking.

Online scams and financial harms	Older pupils learn about risks associated with digital content, online interactions and emerging technologies.
Artificial intelligence and deepfakes	Upper Key Stage 2 pupils learn about AI, deepfakes, misinformation and critical evaluation of digital content.

Personal Safety and Safeguarding

Statutory Requirement	How Stalmine Meets This Requirement
Road, rail, water and fire safety	Explicitly taught through Keeping Safe units and wider safeguarding education.
Risk management	Pupils develop decision-making and risk-assessment skills.
Consent and boundaries	Children learn about personal boundaries, body autonomy, privacy and consent in age-appropriate contexts.
Abuse and exploitation	Pupils learn how to recognise inappropriate behaviour, abuse, exploitation, coercion and grooming.
Trusted adults	Children identify trusted adults and know how to access support both in and out of school.
Safeguarding awareness	Safeguarding themes are revisited throughout the curriculum in an age-appropriate manner.

Changing Adolescent Body

Statutory Requirement	How Stalmine Meets This Requirement
Growing and changing	Progressive learning begins in EYFS through life cycles, growth and development.
Human development	Pupils learn about physical and emotional development as they grow.
Puberty	Year 4, 5 and 6 pupils learn about physical and emotional changes associated with puberty.
Menstruation	Girls and boys are taught about menstruation before the onset of puberty.
Hygiene during puberty	Pupils learn how to maintain physical and emotional wellbeing during puberty.
Human reproduction (Science)	Delivered through the National Curriculum Science Programme of Study.
Sex education (non-statutory)	Additional learning in Upper Key Stage 2 prepares pupils for secondary education and adolescence.

Equality Act 2010

Requirement	How Stalmine Meets This Requirement
Equality and inclusion	Learning promotes respect, dignity and equality for all.
Protected characteristics	Pupils develop age-appropriate awareness of the Equality Act and protected characteristics.
Challenging discrimination	Children learn to challenge prejudice, stereotypes and discriminatory behaviour.
Inclusive curriculum	Teaching reflects the diversity of modern Britain and recognises different family structures and communities.

Curriculum Coverage Through SCARF Themes

SCARF Theme	Main Statutory Areas Covered
Me and My Relationships	Relationships, friendships, emotional wellbeing, communication, consent
Valuing Difference	Equality, diversity, inclusion, respectful relationships
Keeping Safe	Safeguarding, personal safety, online safety, consent
Rights and Respects	Citizenship, respect, responsibility, equality
Being My Best	Physical health, mental wellbeing, healthy lifestyles
Growing and Changing	Puberty, human development, bereavement, transition, sex education