



Relationships and Sexual Health Education

POLICY

NOVEMBER 2025

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Responsible Body: Kirklevington Local Governing Committee

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Introduction

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

Legal Framework

This policy has been developed in accordance with:

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

Aims and Objectives

The aims of RSHE at Spark Education Trust are to:

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

Curriculum Content

Relationships Education (Primary)

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

Relationships and Sex Education (RSE)(Secondary)

- Families

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

Health Education (Primary & Secondary)

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

Teaching and Learning Strategies

RSHE will be taught using:

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

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

Guiding Principles

RSHE delivery is underpinned by:

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

Inclusion and Equality

- RSHE is inclusive of all pupils, and reflects different family structures, faith backgrounds, cultures, genders and sexual orientations.
- Curriculum adaptations are made for pupils with SEND.

- LGBT+ inclusive content is mandatory and is delivered in an age-appropriate, factual and respectful manner.
- Teaching respects and considers religious and cultural backgrounds while meeting statutory requirements.

Parental Engagement and Right to Withdraw

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

Safeguarding and Pupil Welfare

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

Roles and Responsibilities

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

Parents/carers may contact the following with RSHE queries:

- **RSHE Lead:** Mrs V Ridley
- **Headteacher/Head of School:** Mrs L Peacock
- **Designated Safeguarding Lead:** Mrs L Peacock

Printed copies of policies/materials available upon request.

Training and Professional Development

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

External Agencies and Support Contacts

Local Sexual Health Services

Arch North East - Call - 01642 822 331

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

For more services, please visit Stockton Information Directory

School Nurse

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

Call - 0333 3202 302

Mental Health Support

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

Stockton 0-19 service - Call 0333 3202 302

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

For more services, please visit - Stockton Information Directory

National helplines

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

Samaritans - [Samaritans.org](https://www.samaritans.org) Call 116 123

Barnardo's - [https://www.barnardos.org.uk/](https://www.barnardos.org.uk) Call 01912931400

Love Respect - [loverespect.co.uk](https://www.loverespect.co.uk) helpline@womensaid.org.uk

RSHE Lead contact

Mrs V Ridley, Kirklevington Primary School, tel: 01642 781261 or email: kirklevington@kirklevington.org.uk

Safeguarding contacts

Designated Safeguarding Lead (DSL) Head of School - Mrs L Peacock

Deputy Designated Safeguarding Lead - Mrs J. Patterson and Mrs A. Harris.

Children's Hub (CHUB) on 01429 284284

Designated Safeguarding Governor: Mrs P Duncan

Designated Teacher for CIOC/LAC & SENDCO: Mrs J. Patterson

Mental Health Lead/Emotional Well-being Champion: Mrs P Newton

Online Safety Officer: Mr R Drake

Safeguarding Lead

Monitoring, Evaluation, and Review

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

Complaints

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

Appendix A: RSHE Curriculum Map Template

Key:
 Au: Autumn term
 Sp: Spring term
 Su: Summer

Key Stage/Year Group	Relationships Education/ Relationships & Sex Education	Health Education	Notes / School Adaptations
EYFS	Talking about people that hold a special place in my life. Developing strategies to help when sharing with others. Exploring what makes a good friend. Considering the perspectives and feelings of others. Learning to work as a member of a team. Considering why it is important to follow rules.	Discussing ways that we can take care of ourselves. Exploring how exercise affects different parts of the body. Identifying feelings and emotions. Exploring what it means to be a safe pedestrian.	Careful consideration given to age appropriate discussions and language.
Year 1	Au1: Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair Sp1: Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe Sp2: Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy Su1: Learning about a range of money and bank functions including cash safety, spending, saving and jobs. Su2: Transition & Change	Au2: Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	We operate a sequential curriculum, in which strong foundations are introduced and established in Early Years and are developed/recapped in an age appropriate manner throughout KS1 and KS2. Careful consideration given to age appropriate discussions and language. Parents are welcome to view and discuss any part of our curriculum.
Year 2	Au1: Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect. Sp2: Learning about rules outside school; caring for the school and local environment; exploring the roles people	Au2: Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene Sp1: Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises;	External providers such as the NSPCC sometimes support teaching around the PANTS rule. Parents are welcome to view and discuss any part of our curriculum. Where appropriate, local contextual

	<p>have within the local community; learning how school council works; giving an opinion.</p> <p>Su1: Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.</p> <p>Su2: Transition & Change</p>	<p>naming body parts and looking at the concept of privacy.</p>	<p>safeguarding information is used to help ensure the content is relevant to our local context.</p> <p>We contact parents before any teaching happens related to puberty and parents are welcome to view and discuss our curriculum.</p>
Year 3	<p>Au1: Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist</p> <p>Sp2: Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy</p> <p>Su1: Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything.</p> <p>Su2: Transition & Change</p>	<p>Au2: Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.</p> <p>Sp1: Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence</p>	
Year 4	<p>Au1: Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p> <p>Sp1: Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions</p> <p>Sp2: Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p> <p>Su1: Exploring choices associated with looking after money, what makes something good value for money,</p>	<p>Au2: Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene</p> <p>Sp1: Building awareness of exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma</p>	

	<p>stereotypes in the workplace, career changes and what influences career choices.</p> <p>Su2: Transition & Change</p>		
Year 5	<p>Au1: Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.</p> <p>Sp2: An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community</p> <p>Su1: Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.</p> <p>Su2: Transition & Change</p>	<p>Au2: Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation</p> <p>Sp1: Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>	
Year 6	<p>Au1: Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</p> <p>Au2: Strategies for being resilient in challenging situations and planning for long-term goals</p> <p>Sp2: Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy</p> <p>Su1: Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers.</p> <p>Su2: Transition & Change</p>	<p>Au2: Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health.</p> <p>Sp1: Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p>	

Appendix B: Parental Withdrawal Procedure

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

Appendix C: RSHE Resource Vetting Checklist

Resources must:

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