



"Loving and Learning together, for Life, as Jesus taught us."

Leonard Stanley C of E Primary School

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Title: Relationships, Sex and Health Education Policy

Date reviewed: November 2025

Review Frequency: Annual

Date for next review: November 2026

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Legal Framework

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, make Relationships Education compulsory for all pupils receiving primary education from September 2020 and Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education.

The regulations make Health Education (HE) compulsory in all schools. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or health education).

Schools are required to comply with the relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a primary school, we at Leonard Stanley have decided to refer to RSHE as RSHE (Relationships and Health Education), as there is more of a focus on relationships and health in the primary curriculum. Any elements of 'sex education' is mostly covered in the statutory science curriculum, and any other sex education will be referred to as this.

School Statement on RSHE

In Leonard Stanley we will deliver a high-quality, age-appropriate and evidence-based relationships and health education curriculum (RSHE) for all our pupils. This policy sets out

the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered and how everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

School Statement continued RSHE

We believe in the importance of high-quality RSHE teaching and learning and the role that it can play in promoting safe, equal, caring and enjoyable relationships under the promise of Jesus bringing 'life in all its fullness'. (John 10:10). We follow the guidance from the Church of England Education Office in our approach to teaching RSHE, seeking to be faith sensitive and inclusive. At our school, we believe all children should be treated with dignity and respect, and bullying of all kinds should be eliminated. We will distinguish between factual teaching (biological facts, different types of families, medicine and the law) and moral teaching (relationships and values), ensuring clarity at all times.

Our school vision, "Loving and Learning for Life, as Jesus taught us." Supports the teaching of RSHE to ensure that children are equipped with the vital education of healthy relationships and health (including their bodies, puberty and looking after themselves) for life and provides the inspiration where all can flourish and pupils respect their uniqueness so that they are able to form healthy and loving relationships and show respect, empathy, loving care and dignity to others. In our school, we also consider the spiritual and moral aspects of healthy, loving and nurturing relationships within the context of our Christian vision for the purpose of life, which includes LGBTQ.

Aims and Guiding Principles

We have adopted the charter for faith-sensitive and inclusive relationships education, relationships and sex education (RSHE) and health education (RSHE) produced by the Church of England (November 2019)

In Leonard Stanley we commit to:

- work in partnership with parents and carers by publishing our curriculum and ensuring their views are sought at policy stage
- deliver RSHE professionally and as an identifiable part of PSHE on a weekly basis by class teachers
- ensure that RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community by ensuring everyone's views are listened to and respected
- help all pupils to build resilience and to support them to form healthy relationships, to keep themselves safe and to resist the harmful influence of online harmful material, to include pornography
- the promotion of healthy, resilient relationships set in the context of loving and caring for others

- a RSHE curriculum that is based on honest and medically accurate information from reliable sources of information, supported by the school's Christian vision
- taking care to meet the individual needs of all pupils, including those with special needs and disabilities so all feel valued and respected through the materials that is used and the language that is used
- acknowledge that SEND children may be particularly at risk of harm
- seek pupils' views about RSHE so that the teaching can be made relevant to their lives and support them into adulthood by GHLL online surveys and pupil voice.

Equal Opportunities

The law now states that all pupils should have access to relationships education and health education that is relevant to their particular needs. To achieve this, Leonard Stanley C of E Primary School's approach to RSHE will take account of:

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSHE. The school will consult pupils and parents/carers about their needs, take account of their views, and promote respect for, and understanding of, the views of different ethnic and cultural groups. This question is posed each year as we set out our RSHE plans.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. This is known via good relations with families, our knowledge of contextual safeguarding and established members of staff. We shall always endeavour to prevent stigmatisation of children based on their home circumstances.

Sexuality

Some of our pupils will go on to define themselves as lesbian, gay, bisexual, transgender, or questioning (LGBTQ). Pupils may also have LGBTQ parents/carers, brothers or sisters, other family members, and/or friends. Eventually all our pupils will meet and work with LGBTQ people. Our approach to RSHE will include sensitive, honest, and balanced consideration of sexuality, and we shall actively tackle homophobic or sexist bullying. We are working towards creating a gender-neutral environment, where each child is seen as an individual. For further information, please refer to our RSHE curriculum.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional, or behavioural difficulties or physical disabilities that result in some children becoming vulnerable and having particular RSHE needs.

Other adaptations to the curriculum

As Leonard Stanley lies in a socio-diverse area, it is vital to look at contextual safeguarding concerns in this area. Subsequently, it may be necessary to adapt the teaching of RSHE to

small groups and individuals to ensure that they are provided with relevant information that they may need.

Organisation

The organisation of RSHE teaching should be listed here under the headings below, with reference to the aims, guiding principles and school's Christian vision

RSHE will be taught as part of a planned programme within the PSHE curriculum. Our teaching plan will promote resilient and healthy relationships, supporting children to keep themselves safe from harm. Children will be taught to show respect to all within our community developing a mutual understanding of other faiths and beliefs. Our school's Christian vision and values will underpin all our teaching.

Our school's overarching curriculum offer can be found in our Curriculum Policy.

Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting. This is a whole school approach that can be viewed in **Appendix C**.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which makes children feel comfortable and safe.
- Pupils should be encouraged to write down questions anonymously and post them in a 'question box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules, which are discussed at the outset of RSHE lessons (Appendix C)
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

Confidentiality and Safeguarding

Teachers conduct RSHE lessons in a sensitive manner and in confidence.

Good RSHE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled.

School staff cannot promise absolute confidentiality if approached by a pupil for help and must make this clear to pupils. Should disclosures be made to a member of staff by a child, regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding Policies should be referred to.

Support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring, sensitive support for pupils in a variety of ways. Staff may be approached for help on an individual basis, offering a listening ear and, where appropriate, information and advice. The school also employs a Family Support Worker who can provide extra support for pupils and parents ([contact Lisa Hills, FSW](#)). Where appropriate, pupils are referred to the school nurse and/or outside helping agencies such as TIC. The school will keep up to date with the development of local services and national helplines for young people and form working relationships with local agencies that are relevant to pupil needs.

Leadership

- the headteacher will ensure that parents and governors are informed of the policy upon review by email correspondence.
- outside speakers and visitors will work within this policy and uphold and support the school's vision
- the headteacher will monitor and review the policy in partnership with the governing board and PSHE subject leader on an annual basis, using the GHLL survey and/or pupil voice as a benchmark.
- ensure regular training and updates for staff based on any identified needs, the school's context and any changes in legislation. These are conducted in regular staff meeting updates.
- provide support, training and mentoring for ECTs to deliver the RSHE curriculum using the ECT mentor and/or the PSHE lead.
- ensure clear guidance on agreed materials and resources to be used to support the teaching of RSHE which is age appropriate and supports the school's vision

Planning

- The RSHE curriculum is planned using the Twinkl PSHE curriculum with some additions (such as the NSPCC Pants rule) to ensure our curriculum is relevant to our children.
- The planning and scheme of work is focused on three core themes (Living in the wider world, health and wellbeing and relationships) which are subsequently broken down into 6 units. These units are revisited three times throughout our curriculum with sequential knowledge.
- The Twinkl resources are used in addition to supplementary resources and videos.
- The curriculum is enhanced with visitors, enrichment activities, collective worship themes and school visits, such as the local police and the use of Skillzone.

Organisation

- A complete scheme of work can be found in Appendix B or through our PSHE curriculum documentation.
- Some aspects of the RSHE curriculum are taught within DT (cooking), PE (health-related fitness) and science (Reproduction).
- Children are taught in classes but may be in segregated groups as appropriate
- RSHE is taught by class teachers
- Support staff are utilised to help with small groups or to participate in sessions, so they may be available for children to ask further questions after the sessions.
- PSHE is taught weekly throughout the school year.
- RSHE is taught within the PSHE curriculum as a discrete subject
- The school has opted for a TWINKL scheme, as it provides a relevant and sequential scheme which is age-appropriate and relevant.
- Adaptations to the scheme to reflect the needs of our children will be made as appropriate. This may be due to contextual concerns at our school.

Recording, Monitoring and Evaluation

The governors review the policy annually in partnership with the SLT and subject leader (Mr Allen) and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Parents are consulted using an annual RSHE feedback form. Recommendations are fed back to the full governing body and are then actioned as appropriate. Governors will ensure that policy and practice continue to be consistent with the school's Christian vision and that resources used are appropriate.

Roles and Responsibilities

The governing body

- Review and monitor the policy on an annual basis and make any necessary changes based on evaluations. Ensure the school's distinctive Christian vision is lived out through RSHE.

The headteacher and the senior leadership team

- monitor the effectiveness and impact of the policy, including the teaching and learning. Build and maintain effective relationships, and fully engage with parents when planning and reviewing RSHE work. The headteacher responds to parent requests to withdraw their children from RSHE

Teaching and support staff

- Follow the agreed policy and scheme of work, and where concerns arise, seek additional guidance and/or training through the leadership team. Staff model a positive attitude to RSHE.

Pupils

- fully engage with RSHE teaching and treat all issues and peers with mutual respect and sensitivity.

Parents and carers

- support their children in their learning and raise any questions regarding policy with the teachers and leadership team

Visitors

- read and follow the agreed policy; keep up-to-date with policy and practice

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. All staff development and training is evaluated to ensure ongoing improvement is achieved and that training has a positive impact on learning and teaching for all.

ECTs and staff who have not previously taught RSHE will receive training and support from the PSHE lead and/or mentor.

The Right to withdraw from Sex Education¹

We fully recognise that parents do have the right to withdraw their children from the sex education aspect of RSHE and can do so by making concerns known and applying in writing to the headteacher. The school will invite any enquiring parents or legal guardians to talk through their concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

If at any point the school intends to teach sex education as part of the RSHE scheme, parents will be informed of the content and subsequently will have the right to withdraw their children.

Development and Sharing of the Policy

We are committed to building a strong and positive relationship with all parents through a shared understanding, mutual trust and co-operation. We achieve this by responding to any RSHE queries in a sensitive and supportive way as well as sharing our school policy on the school's website. In addition, we seek views from parents on a regular basis to look for ways to improve our teaching and learning using online questionnaires.

¹ The regulations make Health Education (HE) compulsory in all schools. Sex education is not compulsory in primary schools. Schools choosing to teach aspects of sex education which go beyond the national curriculum for science must set this out in their policy and consult with parents. Parents/carers have the right to withdraw pupils from sex education (but not Relationships or Health Education)

This policy was written using the Diocese RSHE template, our current curriculum offer and the dfE Relationship, Education and Sex Education (RSHE) and Health Education guidance. The policy was then ratified by our school governors and then offered for consultation with our parents.

We ensure that the principles of RSHE are reflected and applied in our policies and practices, including those that are concerned with:

- SMSC and PSHE
- Science curriculum
- Care, guidance and support
- Working in partnership with parents, carers and guardians
- Working with the wider community

Appendix A: By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage² represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

² Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.

Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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"Loving and Learning together, for Life, as Jesus taught us."

Appendix B: Leonard Stanley Curriculum PSHE Curriculum, specific RSHE theses are highlighted

Yr	Term	Core Theme	Topic	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
1	Autumn 1	Living in the wider world	Aiming High	Star qualities	Positive learners	Bright futures	Jobs for all	Going for goals	Looking forward
1	Autumn 2	Health & Wellbeing	Think positive	Think happy, feel happy	It's your choice	Go-getters	Let it out	Be thankful	Always learning
1	Spring 1	Relationships	TEAM	Together everyone achieves more	Listening	Being kind	Bullying and teasing	Brilliant brains	Making good choices
1	Spring 2	Relationships	VIPs	Who are your VIPs	Families	Friends	Falling out	Working together	Showing you care
1	Summer 1	Health & Wellbeing	Safety first	Keeping safe	Staying safe at home	Staying safe outside	Staying safe around strangers	Safe, secrets and surprises	People who can help
1	Summer 2	Living in the wider world	Diverse Britain	My school	My community	Neighbourhood	My country	British people	What makes me proud of Britain?
2	Autumn 1	Relationships	Be yourself	Marvellous me	Feelings	Things I like	Uncomfortable feelings	Changes	Speak up
2	Autumn 2	Health & Wellbeing	Growing up	Our bodies	Is it ok?	Pink and blue	Your family, my family	Getting older	Changes

Yr	Term	Core Theme	Topic	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
2	Spring 1	Health & Wellbeing	It's my body	My body, my business	Active and asleep	Happy, healthy food	Clean as a whistle	Can I eat it?	I can choose
2	Spring 2	Living in the wider world	One world	Families	Homes	Schools	Environments	Resources	Planet protectors
2	Summer 1	Living in the wider world	Money matters	Money	Where money comes from	Look after it	Save or spend?	Want or need?	Going shopping
2	Summer 2	Relationships	Digital wellbeing	The Internet and me	Online and offline	Staying safe online	Personal information	Communicating online	True or false?
3	Autumn 1	Relationships	TEAM	A new start	Together everyone achieves more	Working together	Being considerate	When things go wrong	Responsibilities
3	Autumn 2	Relationships	Digital wellbeing	The digital world	Digital kindness	Do I know you?	Online information	Keep it private	My digital wellness
3	Spring 1	Health & Wellbeing	Think Positive	Happy minds, happy people	Thoughts and feelings	Changes	Keep calm and relax	You're the boss	Always learning
3	Spring 2	Living in the wider world	Diverse Britain	Living in the British Isles	Democracy	Rules, laws and responsibilities	Liberty	Tolerance and respect	What does it mean to be British
3	Summer 1	Health & Wellbeing	It's my body	My body, my choice	Fit as a fiddle	Good night, good day	Cough, splutter, sneeze	Drugs, healing or harmful?	Choices everywhere
3	Summer 2	Living in the wider world	Aiming high	Achievements	Goals	Always learning	Jobs and skills	No limit	When I grow up
4	Autumn 1	Relationships	VIPs	Family and friends	Fabulous friends	Is this a good relationship	Falling out	What is bullying?	Stand up to bullying
4	Autumn 2	Living in the wider world	One world	Chiwa and Kwende	Chiwa's dilemma	Chiwa's dilemma 2	Chiwa's sugar	Chiwa's world	Charity for Chiwa

Yr	Term	Core Theme	Topic	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
4	Spring 1	Health & Wellbeing	Safety First	New responsibilities	Risks, hazards and dangers	Under pressure	Safety when out and about	Dangerous substances	Injuries and emergencies
4	Spring 2	Living in the wider world	Money Matters	Where does money come from?	Ways to pay	Reasons to borrow	Spending decisions	Advertising	Keeping track
4	Summer 1	Health & Wellbeing	Growing Up	Human reproduction	Changes in boys	Changes in girls	Changing emotions	Relationships and families	Where do I come from?
4	Summer 2	Relationships	Be yourself	Pride	Feelings	Express yourself	Know your mind	Media wise	Making it right
5	Autumn 1	Relationships	Digital wellbeing	My digital life	Staying safe, healthy and happy online	Online relationships	Social media	Saying no to online bullies	Fake news
5	Autumn 2	Health & Wellbeing	Think Positive	The cognitive triangle	Thoughts and not facts	face your feelings	Choices and consequences	Being present	Yes I can
5	Spring 1	Living in the wider world	Aiming high	You can achieve anything	Breaking down barriers	Future focus	Equal opportunities	The world of work	Onwards and upwards
5	Spring 2	Relationships	TEAM	Together everyone achieves more	Communicate	Compromise and collaborate	Care	Unkind behaviour	Shared responsibility
5	Summer 1	Living in the wider world	Diverse Britain	Identities	Communities	Respecting the law	Local government	National government	Making a difference
5	Summer 2	Health & Wellbeing	It's My Body	Your body is your own	Exercise right, sleep tight	Taking care of our bodies	Harmful substances	How do we think and feel about our bodies	Healthy choices
6	Autumn 1	Health & Wellbeing	Safety First	You are responsible	What are the risks	Making your mind up	In an emergency	Home-safe and sound	Outdoors - playing it safe
6	Autumn 2	Relationships	VIPs	People we love	Think before you act	It's ok to disagree	You decide	Secrets	False friends

Yr	Term	Core Theme	Topic	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
6	Spring 1	Living in the wider world	Money matters	Look after it	Critical consumers	Value for money and ethical spending	Budgeting	Borrowing and saving	Money in the wider world
6	Spring 2	Relationships	Be yourself	You are unique	Let it out	Uncomfortable feelings	The confidence trick	Do the right thing	Making amends
6	Summer 1	Living in the wider world	One world	Global citizens	Global warming	Energy	Water	Biodiversity	In our hands
6	Summer 2	Health & Wellbeing	Growing Up	Changing Bodies	Changing Emotions	Just the way you are	Relationships	Let's talk about sex	Human reproduction

Appendix C: Relationships Education Establishing

Ground Rules

As with any PSHE lesson, or lesson dealing with potentially sensitive content, it is important to establish ground rules with the class. This means setting the right atmosphere, creating a safe environment and ensuring that all children understand the boundaries and rules.

Participation

It is important that children are aware of what is expected of them in terms of levels of participation in Relationships Education lessons. If a child does not wish to engage in a discussion or does not want to share a viewpoint, this should be respected. If working as a group or class, sharing comments around the circle, all children need to know they have the right to pass.



Anonymity and Confidentiality

- The use of a question Box, or comment Box, is an excellent way to provide children with an option to ask questions or share comments anonymously. Remind children not to ask personal questions of others and not to share personal information.
- Children also need to know that it is not appropriate to name anyone during discussions - those present and those not present.
- Remind children at the start of a Relationships Education lesson, as with other PSHE lessons, that what is discussed in "the classroom should stay in the classroom" (although children may want to discuss their learning with their parents or carers, which, of course, is fine).
- Children need to know that the teacher will not be repeating what is said in the classroom, unless they are concerned that a child is at risk. In this case, members of staff will follow the school's Safeguarding Policy.

Respecting Others

Remind children that it is OK to disagree with another person but that we are all entitled to our own opinions. It is never OK to make fun of another, put others down or judge them. We can challenge the opinion, not the person.

Respecting others also means making sure that everyone is treated fairly, given a chance to participate if they wish to and be listened to.

Correct Terminology

It is important to promote the use of correct terms, rather than slang terms, as they can be offensive or ambiguous and cause confusion. Explain to children that if they are not sure of the correct terms to use, then they can ask. It is helpful to display relevant keywords at the start of a lesson.

Further Support

Make sure that children are aware of who they can speak to if they need further support and when they can do this. This includes family members, staff in school and external

agencies, such as Childline. Encourage children to Seek help for their peers if they think they need it.

Mental Health and Suicide Prevention

In line with RSHE 2025 guidance, Leonard Stanley C of E Primary School recognises the importance of mental health education, including age-appropriate discussions around emotional wellbeing and suicide prevention. Pupils will be taught how to identify and express emotions, seek help when struggling, and understand that mental health challenges are common and treatable. Staff will be trained to respond sensitively and signpost pupils to appropriate support services.

Violence Against Women and Girls (VAWG)

RSHE contributes to the prevention of violence against women and girls by promoting respectful relationships, challenging harmful gender stereotypes, and teaching pupils about consent, boundaries, and empathy. The curriculum will include positive representations of masculinity and femininity and address misogyny and discriminatory attitudes. Staff will be trained to identify and respond to early signs of gender-based harm.

Online Safety and Digital Literacy

The RSHE curriculum will include comprehensive online safety education, covering topics such as misinformation, disinformation, conspiracy theories, and the ethical use of AI and emerging technologies. Pupils will learn how to critically evaluate online content, protect their personal information, and report harmful or inappropriate behaviour. This aligns with KCSIE 2025 expectations for safeguarding in digital contexts.

Anatomical Terminology

In accordance with RSHE 2025 guidance, pupils will be taught the correct anatomical terms for body parts, including genitalia, from an early age. This supports safeguarding, reduces stigma, and ensures children can communicate clearly and confidently about their bodies.

Transparency and Access

This RSHE Policy and all curriculum materials are published on the school website and available free of charge to parents and carers. Parents have the right to view all RSHE teaching resources and are encouraged to engage in consultation processes. The school will ensure clear communication about the RSHE curriculum and withdrawal rights from sex education components.