



# Solefield School

## RSHE (Relationships, Sex and Health Education) Policy

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## **Solefield RSHE Policy**

This policy is based on the most recent government guidelines that can be found [here](#). Solefield School takes its responsibility to provide, relevant, effective, age appropriate and responsible relationships, sex and health education (RSHE) to all its pupils very seriously. At Solefield, we want parents and pupils to feel that RSHE will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding. While we use RSHE to inform children about relationships, sex and health issues, we do this with regard to matter of moral and individual responsibility, and in a way that allows children to ask and explore moral questions. Within the RSE aspect, we do not use this as a means of promoting any form of sexual orientation. Solefield use RSHE to teach its pupils the foundation which will then be built upon when pupils leave us and move up to senior schools.

This policy is drafted by the Head of RSHE in consultation with teaching staff and the Headteacher and Governors. Parents will be informed of the policy through direct communication from the school, a consultation period and ongoing through inclusion of the policy in new starters' information packs. Parental responses are welcomed with regard to this policy content.

## **Aims of RSHE**

Solefield School aims to teach Relationships, Sex and Health Education using a whole school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002, the RSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life

At Solefield, we take a comprehensive approach towards RSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil. Pupils are able to develop and progress on previous learning through the programmes we follow.

Through the promotion of RSHE, skills are developed that our pupils need in order for them to grow as individuals and members of society. Studying RSHE allows children and young people to build their personal identities, confidence and self-esteem. RSHE supports children in decision making, managing their emotions and how to navigate through difficult situations using scenarios and communication skills. Overall, the RSHE curriculum at Solefield School supports personal development and behaviour and attitudes of its pupils.

## **Safeguarding and Responsibility**

RSHE work with pupils' real-life experiences, and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of Solefield ground rules:

- There are no stupid questions
- It's okay to get things wrong
- Sensitive conversations stay in the classroom (except where safeguarding issues may occur)
- Challenge the opinion; not the person
- You don't have to say things about yourself if you don't want to
- No personal comments – discussions must be about general situations and not specific people

- It's okay to be embarrassed
- Listen and don't interrupt
- Don't make assumptions
- No put-downs

Many issues covered in RSHE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All the staff at Solefield receive safeguarding training. The boundaries around confidentiality are made explicit to pupils.

## **SEND**

Solefield School prides itself on inclusion and how we make provision for all pupils' individual needs. This is no exception for RSHE. High quality teaching is differentiated and personalized to meet the needs of all pupils.

## **Assessing**

As with any learning, the assessment of pupils' RSHE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals and record their understanding in a range of ways; posters, leaflets; reflective diaries, etc. Their progress is also monitored during class discussions, group work, questionnaires/surveys, and peer assessment. Pupil voice is also used to adapt and amend material for RSHE and ensure it is relevant and effective to both pupils and the wider community.

## **Roles and Responsibilities**

### Governors

The RSHE policy will be approved by Governors and they will hold the Headmistress and the Head of RSHE to account for its implementation.

### The Headmistress

It is the responsibility of the Headmistress to ensure that RSHE is taught consistently across the school and the Head of RSHE is updating schemes of work and policy accordingly.

### Head of RSHE

It is the responsibility of the Head of RSHE to ensure that it is taught consistently through the school, staff training is up to date and robust, relevant and changes are made in accordance to pupil needs and government requirements.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSHE.

### Staff

Staff who teach the RSHE curriculum are responsible for:

- The delivery of RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish for them to be withdrawn from the non-statutory components of RSHE
- Ensuring their training is up to date

Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headmistress and Head of RSHE.

## Pupils

Pupils are expected to fully engage with RSHE (unless withdrawn) and follow the ground rules (as specified above) thus ensuring that they treat others with respect and sensitivity.

## Parents

All parents have access to the RSHE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

### **Parents' Right to Withdraw from RSE**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Students are not able to be withdrawn from the 'Health Education' topics within the curriculum. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and be addressed to the Head of RSHE. Alternative work will be given to pupils who are withdrawn from sex education.

## **Visitors**

Solefield School value working with external partners as they enhance the delivery of the RSHE, providing specialist knowledge and different ways of engaging our pupils. As part of the RSHE curriculum, outside visitors may be invited to deliver appropriate sessions to pupils.

All visitors are subject to Solefield's safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. Solefield also ensures that the content is appropriate and accessible and fits within the planned programme of study.

Any guest speakers/visitors are made aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the staff will be dealt with in line with the school's safeguarding policy.

### **Statutory Requirements for RSHE (2025)**

This section reflects the latest Department for Education guidance (July 2025) for RSHE in schools educating pupils aged 3–13:

- Relationships Education is compulsory for all pupils receiving primary education.
- Sex Education is not compulsory in primary schools but may be taught with parental consultation and withdrawal rights.
- Health Education is compulsory in all schools except independent schools, which must still meet PSHE standards.
- Independent schools must provide PSHE that prepares pupils for life in British society.
- RSHE must be age-appropriate, inclusive, and evidence-based, promoting: resilience, self-worth, kindness, respect, and understanding of healthy relationships.
- RSHE must be accessible to all pupils, including those with SEND, with differentiated and personalised teaching.
- Online safety is now a key focus, including recognising harmful content and ideologies, identifying positive role models, and understanding consent and respectful behaviour.
- Parental transparency: Parents must be able to view all RSHE materials on request. Schools cannot enter contracts that restrict parental access to curriculum content.
- Safeguarding and mental health: RSHE should support pupils in recognising abusive behaviour and seeking help. Mental health education includes resilience, coping strategies, and suicide prevention (age-appropriate).

## **Curriculum Design**

The Solefield curriculum is designed around the most recent Government documentation and the Schemes of Work can be viewed in the parents' area of our website. The delivery of the curriculum is flexible around the needs of pupils.

## **Policy Review**

This policy will be reviewed annually by the Governors and Headmistress.

The RSHE policy is informed by the DfE guidance:

- Keeping Children Safe in Education 2025
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equality Act 2010
- SEND code of practice
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including Cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

Date 01.09.25

Next review 01.09.26

## Appendix 1: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships, Sex and Health Education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			
Member of staff		Date	

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