



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

| Relationships, Sex and Health Policy |                     |           |
|--------------------------------------|---------------------|-----------|
|                                      | Name                | Date      |
| Head Teacher                         | Fiona MacCorquodale | Sept 2026 |
| Governing Body                       | CCS Committee       |           |
| Next review date                     | Autumn 2027         |           |

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# Relationships, Sex and Health Education (RSHE) Policy

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# Relationships, Sex and Health Education (RSHE) Policy

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

### 1. Statement of intent

At Prior Weston Primary School and Children's Centre, we want every child to leave our school feeling safe, valued, confident, healthy and ready for the next stage of their education.

Relationships, Sex and Health Education (RSHE) is an important part of achieving this. Through our curriculum, children develop the knowledge, skills and understanding needed to build positive relationships, make healthy choices, protect themselves from harm and know where to seek help when needed.

We use the Islington You, Me and PSHE programme as a foundation for our RSHE curriculum and adapt learning to meet the needs of our children and our diverse school community.

Our curriculum extends beyond the classroom and is embedded through daily interactions, assemblies, enrichment opportunities, the wider curriculum and the positive relationships that underpin school life.

Safeguarding is central to our RSHE provision. Children learn about personal safety, trusted adults, healthy relationships, online safety and how to access support when they are worried or feel unsafe.

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### 2. Aims of RSHE

By the time children leave Prior Weston, we aim for them to:

- develop healthy, respectful and positive relationships;
- understand the importance of kindness, respect and empathy;
- recognise and manage emotions appropriately;
- develop resilience and self-confidence;
- understand how to keep themselves physically and mentally healthy;
- understand personal safety, boundaries and privacy;
- recognise unsafe situations and know how to seek help;
- use technology safely and responsibly;
- appreciate diversity and treat others with respect;
- understand that they have a right to feel safe and protected from harm.

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## 3. Statutory Requirements

The school delivers Relationships Education and Health Education in accordance with statutory guidance from the Department for Education.

Relationships Education and Health Education are compulsory for all primary-aged pupils.

The statutory Science curriculum includes teaching about human development and reproduction.

Parents do not have the right to withdraw their child from Relationships Education or Health Education.

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## 4. Our RSHE Curriculum

Our curriculum is based upon the following key areas:

### Relationships Education

Children learn about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- kindness and empathy;
- managing conflict and disagreements;
- bullying and how to seek help;
- personal boundaries;
- respecting differences;
- online relationships;
- trusted adults and support networks.

### Health Education

Children learn about:

- physical health;
- healthy eating;
- physical activity;

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- sleep and rest;
- personal hygiene;
- dental health;
- medicines and healthcare;
- mental wellbeing;
- emotional health;
- recognising when and how to seek help.

## **Keeping Safe**

Children learn about:

- personal safety;
- road, rail and water safety;
- online safety;
- privacy and consent;
- recognising unsafe situations;
- managing risk;
- stranger safety;
- abuse and exploitation in age-appropriate ways;
- accessing support from trusted adults.

## **Equality and Respect**

Children learn about:

- similarities and differences;
- diversity within families and communities;
- inclusion;
- stereotypes;
- prejudice and discrimination;
- valuing and respecting others.

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## 5. Early Years Foundation Stage

In Nursery and Reception, RSHE is delivered through daily routines, play-based learning, stories, role play, adult modelling and the wider EYFS curriculum.

Children are supported to:

- build positive relationships;
- share and take turns;
- recognise and talk about feelings;
- develop confidence and independence;
- follow routines and expectations;
- understand kindness and respect;
- identify trusted adults;
- understand simple safety rules;
- develop healthy habits relating to hygiene and self-care;
- understand similarities and differences between people.

Children are taught that they can talk to trusted adults if they are worried, upset or need help.

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## 6. Relationships Education

Relationships Education is at the heart of our RSHE curriculum.

Children learn:

- what healthy friendships look like;
- how families care for one another;
- how to communicate respectfully;
- how to show kindness and consideration;
- how to resolve disagreements appropriately;
- how to recognise bullying behaviours;
- how to build positive relationships;
- how to respect personal space and boundaries.

Teaching is progressive and age appropriate throughout.

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## **7. Health Education**

Health Education supports children in developing positive lifelong habits.

Areas of learning include:

- healthy lifestyles;
- exercise and physical wellbeing;
- balanced diets;
- personal hygiene;
- dental care;
- sleep and rest;
- mental wellbeing;
- emotional literacy;
- resilience;
- managing feelings;
- recognising when support is needed.

Children are encouraged to understand the links between physical health, emotional wellbeing and successful learning.

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## **8. Mental Health and Emotional Wellbeing**

We recognise that emotional wellbeing is essential for children to thrive.

Children learn to:

- recognise emotions;
- name and express feelings appropriately;
- manage worries and challenges;
- develop coping strategies;
- build self-esteem;
- celebrate strengths and achievements;
- develop resilience;
- seek support when needed.

Children are regularly reminded that it is okay to ask for help.

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## 9. Personal Safety and Safeguarding

Safeguarding is embedded throughout the curriculum.

Children learn:

- that they have a right to be safe;
- how to identify trusted adults;
- how to seek help;
- how to recognise unsafe situations;
- that abuse is never a child's fault;
- how to respond when something worries them;
- how to stay safe in school, at home and within the community.

All safeguarding concerns are managed in accordance with the school's safeguarding procedures.

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## 10. Online Safety

Online safety is taught throughout the curriculum and reinforced through wider safeguarding education.

Children learn about:

- protecting personal information;
- privacy settings;
- respectful online communication;
- online friendships;
- cyberbullying;
- inappropriate content;
- safe use of technology;
- reporting concerns;
- seeking support from trusted adults.

Children are encouraged to speak to an adult if anything online makes them feel uncomfortable, worried or unsafe.

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## **11. Female Genital Mutilation (FGM) and Harmful Practices**

The school recognises Female Genital Mutilation (FGM) as a serious safeguarding concern and a form of child abuse.

Teaching is age appropriate and linked to safeguarding education. Children are taught:

- that their body belongs to them;
- that everyone has a right to feel safe;
- that nobody has a right to hurt them;
- that some parts of the body are private;
- that they can speak to trusted adults about worries or concerns;
- that help is available if they feel unsafe.

Any concerns about FGM or other harmful practices will be dealt with through the school's safeguarding procedures.

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## **12. Growing and Changing**

As children progress through school, they learn about growth and development in an age-appropriate way.

Learning includes:

- physical growth;
- emotional development;
- body changes;
- personal hygiene;
- puberty;
- menstruation;
- preparing for transitions and changes.

Teaching is factual, sensitive and appropriate to children's age and stage of development.

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## 13. Sex Education

The statutory Science curriculum includes learning about human development and reproduction.

Where additional Sex Education is delivered, parents and carers will be informed beforehand.

Any additional Sex Education will:

- be age appropriate;
  - be factual and accurate;
  - be sensitive and inclusive;
  - reflect statutory guidance;
  - support children's understanding of growing and changing.
- 

## 14. Inclusion and SEND

We believe every child should be able to access RSHE.

Teaching is adapted to meet the needs of all learners, including pupils with SEND.

Adaptations may include:

- visual resources;
- social stories;
- simplified language;
- structured discussion;
- additional adult support;
- alternative communication methods;
- opportunities to revisit learning.

The RSHE Lead and SENCO work together to ensure all pupils can access the curriculum.

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## 15. Teaching and Learning

RSHE is delivered through a variety of approaches, including:

- discussion;
- story-based learning;
- role play;
- scenarios;
- videos;
- circle time;
- group activities;
- reflection activities;
- questioning;
- pupil voice.

Teachers establish clear ground rules to ensure learning takes place in a safe and respectful environment.

Children are never expected to disclose personal information.

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## 16. Assessment

Assessment is used to understand what children know, understand and can apply.

Teachers may assess learning through:

- discussion;
- questioning;
- observations;
- practical activities;
- pupil reflection;
- pupil voice.

Assessment focuses on children's understanding of key concepts and their ability to apply learning appropriately.

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## **17. Parents and Carers**

Parents and carers are important partners in children's education.

The school will:

- publish this policy;
- provide information about RSHE learning;
- communicate about sensitive aspects of the curriculum;
- offer opportunities for discussion and questions;
- consult parents during policy review processes.

We encourage parents and carers to support learning through conversations at home.

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## **18. Withdrawal from Sex Education**

Parents and carers have the right to request that their child be withdrawn from any additional Sex Education provided beyond the statutory Science curriculum.

There is no right to withdraw from:

- Relationships Education;
- Health Education;
- statutory Science curriculum content.

Requests should be made in writing to the Headteacher.

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## **19. Monitoring and Review**

The RSHE Lead and senior leaders will monitor the effectiveness of the curriculum through:

- lesson observations;
- learning walks;
- pupil voice;
- staff feedback;
- parent feedback;
- safeguarding themes;

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- curriculum reviews.

Governors will receive appropriate information to enable them to fulfil their monitoring responsibilities.

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## 20. Roles and Responsibilities

### Governing Body

The Governing Body will:

- approve the policy;
- monitor implementation;
- ensure statutory requirements are met.

### Headteacher

The Headteacher will:

- oversee implementation;
- ensure appropriate staffing and resources;
- ensure compliance with statutory requirements.

### RSHE Lead

The RSHE Lead will:

- coordinate curriculum delivery;
- support staff;
- monitor provision;
- evaluate impact;
- organise training.

### Designated Safeguarding Lead (DSL)

The DSL will oversee safeguarding concerns arising from RSHE and ensure concerns are managed appropriately.

### SENCO

The SENCO will support accessibility and inclusion across the curriculum.

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## 21. Links with Other Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
  - Behaviour Policy;
  - Anti-Bullying Policy;
  - Equality Policy;
  - SEND Policy;
  - Online Safety Policy;
  - Mental Health and Wellbeing Policy;
  - Attendance Policy;
  - Teaching and Learning Policy;
  - Complaints Policy.
- 

## 22. Policy Review

This policy will be reviewed annually or sooner if required by changes to:

- legislation;
- statutory guidance;
- safeguarding requirements;
- local authority guidance;
- the needs of the school community.

**Headteacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_