

Policy Statement for Relationships, Sex and Health Education (RSHE)

Intent

The aim of RSHE is to support children in their physical, emotional and moral development, enabling them to make informed and safe decisions about their wellbeing, personal relationships, and physical and mental health. This policy, embedded within PSHE Education, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSHE will focus on teaching the fundamental building blocks, skills and characteristics of positive relationships which are age-appropriate.

At primary level, RSHE focuses mainly on:

- Understanding different types of caring and respectful relationships, including families, friendships and online relationships; developing empathy, kindness and respect for others.
- Learning about personal boundaries, privacy and staying safe, including online safety
- Understanding the importance of physical and mental health and wellbeing, including sleep, healthy eating, dental health, basic first aid and drugs, alcohol and tobacco awareness
- Recognising and expressing emotions in a safe and healthy way.
- Understanding the changes that happen as we grow, including basic information about puberty

This policy considers the Department for Education's statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025) for implementation from September 2026, together with the Equality Act 2010, Keeping Children Safe in Education and relevant safeguarding legislation.

Implementation

RSHE is enhanced by our supportive school ethos, where everyone is valued and encouraged, positive relationships are promoted, and a safe and secure environment supports effective learning. Attention is given to developing a safe and secure classroom climate and giving pupils time to reflect on and consolidate their learning.

RSHE will be taught in accordance with the Equality Act 2010. Teaching will be inclusive and respectful of all pupils and families. Pupils will learn about the importance of respect, inclusion and equality and will develop understanding that families may differ in their structure and composition.

We follow Rights Respecting Schools guidelines which influence the ethos and teaching in our school. In addition to articles 13 and 29, RSHE supports the following articles:

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 34: You have the right to be free from sexual abuse.

RSHE is delivered through the SCARF programme. Content is carefully sequenced from Reception to Year 4 and is developmentally appropriate. Curriculum overviews for each year group are available on the school website and from the school office on request. The programme is supported by the "No Outsiders" scheme and additional resources such as NSPCC Pants and Speak Out, Stay Safe programmes, Staffordshire Road Safety, RLSS Water Safety.

Pupils will be taught correct anatomical names for body parts, including external genitalia, using age-appropriate language. This supports safeguarding, body confidence and effective communication about health and wellbeing.

RSHE Curriculum

RSHE is an inclusive curriculum that recognises the diverse society in which our children live. It is not delivered in isolation. Opportunities exist throughout the curriculum for promoting RSHE, including Computing, PE, Science and RE. RSHE is a statutory part of the curriculum that provides children with the knowledge, skills and values they need to lead healthy, safe and happy lives.

Relationships Education	Health Education
Pupils learn: - What makes healthy, respectful relationships. - About families and caring relationships. - The importance of friendships, kindness, empathy and respect. - How to recognise and report concerns. - How to stay safe in online relationships.	Pupils learn: - Physical and mental wellbeing. - Managing feelings and emotions. - Healthy lifestyles, including: - healthy eating, sleep, exercise, dental health - Basic first aid. - Risks associated with tobacco, alcohol & drugs - Preparation for puberty, including menstruation.
Safety Education	Online Safety
Pupils learn: - Personal safety and boundaries. - Privacy and consent in an age-appropriate context. - NSPCC PANTS principles. - Road, rail, water and fire safety. - How and when to seek help.	Pupils learn: - Safe online behaviours. - Privacy settings and personal information. - Image sharing risks. - Online scams and manipulation. - Online financial risks, including gaming purchases. - How to evaluate online content critically.

At Westwood First School, RSHE helps children develop the confidence to talk, listen and think about the importance of healthy relationships, personal wellbeing and staying safe. Our teaching is founded on the national guiding principles of effective RSHE. These include:

- A whole school approach to well-being and positive relationships, that supports other school policies, including behaviour and safeguarding policies.
- A carefully sequenced curriculum that recognises young people can start developing healthy behaviours and relationship skills as soon as they start school; and that equips children with the knowledge and skills to navigate different experiences in a positive way.
- A curriculum that is age-appropriate, reflects issues relevant to our local community, and works with local partners and agencies to meet the needs of our pupils.

- A curriculum that is delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment that facilitates participative and interactive education, and staff are supported to respond appropriately to sensitive issues and answer pupils' questions in an age-appropriate manner.
- A curriculum that encourages engagement and transparency with parents on the content and materials used in RSHE.

RSHE will be taught by school staff, teachers and teaching assistants, and we may invite outside visitors in to support teaching and learning, e.g. school nurse, following the protocol for visitors. Staff are aware of the need for confidentiality and to handle sensitive and controversial issues carefully. The nature of this subject means that, at times, issues may arise that cause safeguarding concerns and staff are aware of the need to always follow the child protection and safeguarding policies. Where information indicates that a pupil may be at risk of harm, safeguarding procedures will be followed in accordance with the school's Child Protection Policy.

Staff will answer pupils' questions honestly, accurately and in an age-appropriate manner. Where questions are not appropriate for the whole class or raise safeguarding concerns, staff will follow safeguarding procedures and provide support as required. Staff will make it clear that pupils cannot be offered unconditional confidentiality. Any disclosures indicating a child may be at risk of harm will be managed in line with the school's safeguarding procedures and reported to the Designated Safeguarding Lead.

Staff are also aware that some children, such as those with special educational needs and disabilities or English as an Additional Language, may need additional support to access the curriculum content and staff will ensure that it is explained in an appropriate way so that it is accessible for all children.

Roles and Responsibilities

Governors

- Monitor compliance with statutory requirements.
- Approve and review the policy.

Headteacher

- Ensure the curriculum is delivered effectively.
- Monitor teaching and assessment.

Staff

- Deliver RSHE in line with school policy.
- Maintain a safe learning environment.
- Follow safeguarding procedures.

Parents and Carers

- Support learning at home.
- Engage with consultation opportunities.

Working with Parents

Our school seeks to work in partnership with parents to provide effective RSHE. Parents need to know that the school's RSHE programme will complement and support their role as parents.

Westwood First School does not currently provide any non-statutory primary sex education beyond that contained within the National Curriculum for Science and statutory Health Education. Teaching about puberty, including menstruation, is delivered as part of statutory Health Education. Should non-statutory sex education be introduced in the future, parents would be informed and would retain the right to request

withdrawal from those specific lessons.

Parents have the right to request withdrawal from some or all non-statutory sex education. Parents do not have the right to withdraw children from Relationships Education, Health Education or National Curriculum Science

The school will consult parents when reviewing this policy and curriculum. Parents may request to view teaching materials and resources used within RSHE lessons. The school will communicate any significant curriculum developments or changes.

Impact

Our RSHE Curriculum is part of our PSHE curriculum. It is planned to demonstrate progression and to make links with other subjects where appropriate. If children are showing a good understanding of learning during lessons and can recall key facts at the end of the unit, they are deemed to be making good or better progress. If they are finding learning difficult, support is provided as appropriate. Children complete pre-assessment and post assessment tasks for each SCARF unit.

Additionally, we measure the impact of our curriculum through our monitoring and evaluation programme using the following methods:

- External Curriculum Reviews
- Governor Monitoring
- Lesson Observations
- Work scrutiny reflecting on standards achieved against the planned outcomes
- Pupil discussions about their learning
- Parent Feedback

We will know our curriculum is successful when pupils develop secure knowledge, skills and understanding that enable them to make responsible and informed choices, build positive relationships, and maintain their physical, mental and emotional wellbeing.

This policy has been approved by governors and will be reviewed regularly, in consultation with parents and carers.

How RSHE links to our school aims

Aims: We encourage all children to become confident, independent individuals who have a thirst for learning and achievement, compassion and understanding for others, and the courage to stand up for what is right. We are a Rights Respecting School and everything we do is based on the principles of equality, dignity and respect . We ensure that children's talents are nurtured and they are able to thrive so that they have the best chance to lead happy, healthy lives and to be responsible, active citizens.						Values: kindness and respect, honesty and courage, curiosity and creativity	
Positive relationships	Thoughtful, polite considerate	Strong principled leaders	Supportive team players	Embrace challenge	Ambitious aspirations	Resilience	Mental, emotional health and happiness.
Strong home/school partnership	Local community, heritage, environment, culture,	Citizenship and British values	Understanding of the wider world	Respect and celebrate diversity	Understanding of environmental issues	Confident to voice opinions	Change the world for the better

PSHE Links:

- Compassion and understanding for others
- Courage to stand up for what is right
- Equality, dignity and respect
- Local community, heritage, environment, culture
- Citizenship and British values
- Understanding of the wider world
- Respect and celebrate diversity
- Confident to voice opinions
- Change the world for the better
- Responsible, active citizens

This policy has been developed in consultation with staff, governors, parents and carers. Stakeholder feedback has informed both the content of the curriculum and the implementation arrangements. The policy will be reviewed at least every three years and following any significant changes to statutory guidance.

Created by S Hey – Autumn 2018

Reviewed – Spring 2019 (V Woollacott), Autumn 2020, Summer 2021 (T Morris), Autumn 2022 (V Woollacott), Spring 2024 (A Johnson)

Reviewed: Summer 2026 (K Gamble)