

Relationships, Sex and Health (RSHE) Education Policy



***‘Learning for life,
building a firm foundation’***

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Policy for Relationships, Sex and Health Education

1. Introduction

We believe that our vision, ***Learning for life, building a firm foundation***, is really important and as a school our pupils' wellbeing, happiness and safety are our first priority. We regard RSHE as an important integral component of the whole curriculum; it is central to our approach and at the heart of what we do and we believe that children need firm foundations on which to build in all aspects of their lives. In the case of this policy that means children feel safe and nurtured at school and have a positive attitude to learning.

2. Statutory Requirements

From September 2020, all primary schools must teach **Relationships Education** and **Health Education**, as required by the Children and Social Work Act 2017. While **Sex Education is not compulsory**, **puberty is included in Health Education**, and **reproduction is part of the Science curriculum**. This policy meets statutory requirements (2025) and aligns with the Equality Act 2010, the Education Act 1996, and Keeping children Safe in Education.

3. Aims

The aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, give them an understanding of development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.

- Create a positive culture around relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils understand that healthy relationships are an important part of wellbeing.
- Promote positive physical and mental wellbeing.

4. Definition of Relationships Education

We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful kind relationships
- Online safety and awareness
- Being safe
- Basic First Aid
- Developing bodies

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

(RSHE Guidance, p19)

4. Sex Education

Sex education is not compulsory in primary schools and at All Saints, we do not teach any sex education lessons. However we have a statutory duty to teach the **RSHE elements of the Science National Curriculum**.

The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

4. Health education

Health Education is also taught through our PSHE curriculum. These topics will include:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Health protection and prevention
- Personal safety
 - Drugs, alcohol, tobacco and vaping

5. Policy Development

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The RSHE curriculum is embedded within our school ethos and is reflected in our day-to-day provision. We provide regular opportunities for children to share their views and experiences through circle time activities and pupil voice sessions with the PSHE Lead. This ensures that children's voices are heard and valued, helping to shape our provision and promote a positive, inclusive school community.

6. Curriculum Content and Delivery

RSHE is taught as part of our PSHE curriculum. PSHE is delivered to all pupils through discrete PSHE lessons taught by our teachers or teaching assistants. There is one lesson of taught PSHE a week. PSHE is further embedded throughout the culture of our school. Please see **Appendix 2** for an overview of lessons.

Pupils from nursery to Year 6 are taught PSHE using 'SCARF' (Safety, Caring, Achievement, Resilience and Friendship) which is a spiral, progressive scheme of work with a whole school approach to wellbeing and mental health and a vision for 'all children to acquire the life skills needed to thrive'.

We follow the six suggested half-termly units (See below) but we feel it is vital to tailor our PSHE curriculum to meet the needs of our school community and the wider community. We do this by carefully analysing the SDQ and Boxall profiles on a regular basis, listening to our pupils' voice through pupil discussions and health assessment questionnaires and using 'finger tips' to plan a meaningful and enriched PSHE curriculum. This is then reviewed annually and adapted as necessary to meet the needs of all children. Please refer to **Appendix 1 and 2** and our **PSHE Policy** for details of these adaptations.

The SCARF lessons have been updated to reflect the changes to the statutory Relationships Education guidance. Staff should ensure they are using the most up-to-date lesson materials when planning and delivering RSHE.

RSHE is delivered using a range of methods including discussion, role-play, stories, and reflection. Ground rules ensure respectful learning. Teachers adapt lessons to meet SEND needs and ensure inclusivity. All teaching is framed by the law and promotes equality and diversity.

The **SCARF** programme divides the year into 6 themed units:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe.

In addition to these discrete sessions, RSHE is also embedded within the curriculum (e.g. Social issues through the sharing stories; Health through physical development; Citizenship through our school and wider community and online safety and awareness and wellbeing online through our computing curriculum).

7. Use of External Organisations

At All Saints, we enrich our RSHE curriculum by working with a range of external professionals and organisations. These include Coram Life Education, Peacemakers, Peer Mediation, the School Nursing Team, NW Active deliver Bikeability, Play Therapy, Compass, and Year 6 transition sessions.

These experiences complement our RSHE curriculum and support children's personal development. Details of when these sessions take place can be found in **Appendix 1**.

All visitors follow this policy, are checked for safeguarding compliance, and are supervised by staff. Their input is evaluated and feedback is sought.

8. The Early Years Foundation Stage

In the Early Years Foundation Stage, RSHE education is about making connections; it's strongly linked to child-led activities, including play. RSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities.

Aspects of RSHE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

9. Protective Behaviours

We teach the **Protective Behaviours** programme to help children **stay safe** and know who they can talk to if they are worried.

The programme teaches two key messages:

- **We all have the right to feel safe all the time.**
- **We can talk to someone about anything, even if it feels awful or small.**

Children learn to recognise when they do not feel safe and identify trusted adults who can help them.

10. Answering Children's Questions and Dealing with Sensitive Questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way.

If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.

- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge & experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."
- If the member of staff doesn't have an answer or doesn't know so. There is no shame in not knowing the answer -- they will say but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, they should say so: "That is a brilliant question... But I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you" This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parent's may be uncomfortable with, staff may choose to delay answering the question (as above) before catching the parent at the school gates if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

11. Inclusion and Accessibility

Our RSHE curriculum is inclusive and accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Lessons are adapted to meet the needs of all learners, ensuring every child can access and participate in learning.

Teachers use flexible SCARF lesson plans and adapt activities, resources, and support where needed. Learning also takes account of individual targets and needs to help all pupils develop the knowledge, skills, and understanding taught through RSHE.

Our school celebrates the diversity of our community. We recognise that children come from different cultures, religions, and family backgrounds. Our teaching and resources reflect this diversity and promote respect, inclusion, and understanding of all families.

12. Confidentiality, Safeguarding and Child Protection

Sensitive topics are taught in a safe, supportive, and age-appropriate way. Teachers answer children's questions honestly and respectfully, using language that is suitable for their age.

If a child asks a question that is not appropriate for the lesson or is beyond the planned curriculum, the teacher will not answer it in class. Parents will be informed, and the school may share a summary of common questions about more sensitive topics.

If a child shares information that raises a safeguarding concern, staff cannot promise confidentiality. Any concerns or disclosures will be reported to the Designated Safeguarding Lead (DSL) and dealt with in line with the school's Safeguarding and Child Protection Policy. The safety and wellbeing of every child is always our priority.

13. Monitoring and Evaluating

RSHE is monitored through regular pupil voice activities and discussions with staff. The RSHE Lead also reviews the curriculum to ensure it meets the latest government guidance.

The Senior Leadership Team monitors the quality of RSHE through planning reviews, learning walks, and lesson observations.

Children's progress in RSHE is assessed by class teachers as part of the school's ongoing assessment process.

14. Working with Parents and Carers

We value the important role that parents and carers play in their child's RSHE education and work in partnership with families.

We keep parents informed by:

- Publishing our RSHE policy on the school website.
- Providing a paper copy of the policy on request.
- Discussing any questions or concerns about their child's learning.
- Sharing a half-termly newsletter explaining what children will be learning and how families can support learning at home.

Parents and carers can view ALL planning and a sample of the resources on our school website used in RSHE lessons and may request to see all teaching materials if they wish.

15.Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy should make a request to the school office. Should further information about PSHE education be required, please contact either the class teacher or the PSHE subject leader.

Appendix 1: Pastoral, Interventions and External Organisations to support our Curriculum

Reception- 'Time to talk' (small group)	Reception- 'Time to talk' (small group)	Reception to Year 6 - Nurture led by TA's	Reception to Year 6- Nurture led by TA's	Reception to Year 6- Nurture led by TA's	Reception to Year 6 - Nurture led by TA's
Reception to Year 6 Nurture led by TA's	Reception to Year 6- Nurture led by TA's	Year 2- 'Socially speaking' (small group)	Year 1 and 2- Social skills (small group)	Year 2- Introduction to Zones of Regulation (whole class session)	Year 2- Introduction to Zones of Regulation (whole class session)
Year 1 and 2 - Social skills group	Year 1 and 2 - 'Tabby and Tom cat' social skills small group	Play therapy for identified children	Year 6 - mental health preparation for SATS (whole class)	Year 4- peacemakers (10 weeks/whole class)	Year 1 and 2 - Social skills (small group)
Year 3- Zones of Regulation (Transition whole class)	Year 6- Fantastic Elastic (whole class)	Lego therapy for identified children	Lego therapy for identified children	Year 6- Transition (after SATS/whole class)	Year 4- Peacemakers (whole class)
Year 4- boomerang (small groups, all children all year)	Play therapy for identified children	Draw and talk for identified children	Draw and talk for identified children	Key stage 2 -bike ability	Year 6- Transition (after SATS/whole class)
Year 5- Peer Mediation (3 days- 1 a week whole class)	Lego therapy for identified children	EBSA for identified children for all year groups	Play Therapy for identified children	Lego therapy for identified children	Key stage 2- bike ability
Year 6- 0-5 scale (whole Class)	Draw and talk for identified children	Neuro 'me' for identified children for all year groups	EBSA for identified children for all year groups	Draw and talk for identified children	Lego therapy for identified children
Play therapy for identified children	EBSA for identified children for all year groups		Neuro 'me' for identified children for all year groups	Play Therapy for identified children	Draw and talk for identified children
Lego therapy for identified children	Neuro 'me' for identified children for all year groups			EBSA for identified children for all year groups	Play Therapy for identified children
Draw and talk for identified children				Neuro 'me' for identified children for all year groups	EBSA for identified children for all year groups
EBSA for identified children for all year groups					Neuro 'me' for identified children for all year groups
Neuro 'me' for identified children for all year groups					

Appendix 2: PSHE/RSHE Curriculum and Overview of lessons

	Autumn		Spring		Summer	
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Nursery *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation Behaviour Metacognition Anti-bullying British Values	People who help me and keep me safe- Protective Behaviours First Aid: Safety indoors and outdoors Road safety Water safety Sun Safety	Including everyone Marvellous me * I'm special * People who are special to me * First Aid: What's safe to go into my body	Growing and changing in nature When I was a baby Girls, boys and families *	Me and my friends ** Friends and family * Including everyone *	Looking after myself/ Looking after others Looking after others Looking after my environment	What does my body need? Growth Mindset: I can keep trying I can do it Complete Boxalls

	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Reception *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation Behaviour Metacognition Anti-bullying British Values	Introduction to Protective Behaviours First Aid: Safe indoors and outdoors Road safety Water safety Sun Safety	What makes me special Me and my special people My feelings First Aid: What's safe to go into my body (including medicines) 3 Boxall lessons	Life stages - plants, animals, humans * Life stages: Human life stage - who will I be?/Getting bigger * First Aid: What's safe to go onto my body 3 Boxall lessons	Same and different families ** Same and different homes * I am a friend /caring * 2 Boxall lessons	Looking after my special people- family and friends Being helpful at home and caring for our classroom Caring for our world Looking after money 1 and 2: recognising, spending, using, looking after money, saving money and keeping it safe 2 Boxall lessons	Healthy eating My healthy mind Move your body A good night's sleep 3 Boxall lessons
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 1 *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation	Introduction to Protective Behaviours First Aid: Basic First Aid Road safety Water safety Sun Safety Harold Loses Geoffrey	Our feelings Good friends Twinkl- Relationships 3 Boxall Lessons	Healthy me Taking care of a baby Then and now Who can help? 2 Boxall Lessons	Who are our special people? * It's not fair! * 2 Anti-Racism Lessons; Talking about race and racism Defining anti-racism	Around and about school Taking care of something * Harold's money How should we look after our money? 3 Boxall lessons	I can eat a rainbow/Eat well Pass on the praise Super sleep Inside my wonderful body

Behaviour Metacognition Anti-bullying British Values	2 Boxall Lessons			2 Boxall Lessons		Harold's wash and brush up 3 Boxall Lessons
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 2 *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation Behaviour Metacognition Anti-bullying British Values	Introduction to Protective Behaviours First Aid: Harold's picnic Road safety Water safety Sun Safety 3 Boxall Lessons	Being a good friend Getting on with others * My special people An act of kindness * When someone is feeling left out * 2 Boxall Lessons	Haven't you grown! Harold's postcard helping us to keep clean and healthy Harold's bathroom My body needs... Sam moves away 1/2 Boxall Lessons	What makes us who we are? * A helping hand Sam moves away Harold saves for something special 2 Anti-Racism Lessons; Redefining racism Understanding racial socialisation and stereotypes	Zones of Regulation Boxall Lessons	Zones of Regulation Boxall Lessons

	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 3 *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation Behaviour Metacognition Anti-bullying British Values	Road safety Water safety Sun Safety First Aid lesson 1: Help or harm? WL teach Zones of Regulation 3 SDQ lessons	Let's celebrate our differences ** <i>As a rule *</i> <i>Thunks</i> First Aid lesson 2: Basic first aid My special pet 2 SDQ Lessons	Dan's dare Friends are special Our helpful volunteers 3 SDQ Lessons	3 Anti-Racism lessons; KS1- Unconscious Bias Being anti-racist in our actions Representation matters (Our friends and neighbours) Respect and challenge 2 SDQ lessons	Harold's environment project Can Harold afford it? Earning money 3 SDQ lessons	Poorly Harold Body team work Getting on with your nerves! Alcohol and cigarettes: the facts For or Against 2 SDQ lessons
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 4 *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation Behaviour	Different feelings * How do we make a difference? First Aid lesson 1: Medicines: check the label Road safety Water safety Sun Safety 3 SDQ lessons	Under pressure Ok or not ok? (part 1 and 2) Friend or acquaintance? What would I do? * Basic first aid 3 SDQ lessons	Puberty; All change! My feelings are all over the place! Preparing for changes at puberty 3 SDQ lessons	Harold's expenses/ Why pay taxes? Anti-Racism Lessons; KS1- Myth Busting KS2- Talking about race and racism Defining Anti-Racism SDQ lesson	Peacemakers SDQ lessons	Peacemakers SDQ lessons

Metacognition Anti-bullying British Values						
	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 5 *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation Behaviour Metacognition Anti-bullying British Values	Road safety Water safety Sun Safety 3 SDQ lessons 3 days peer mediation	First Aid lesson: Basic first aid including sepsis Spot bullying Stop, start, stereotypes * Our emotional needs 3 SDQ lessons	Growing up and changing bodies Changing bodies and feelings Dear Hetty – grief and loss 3 SDQ lessons	Happy being me Qualities of friendship Anti-Racism Lessons: Redefining Racism Understanding racial socialisation and stereotypes Unconscious Bias (The land of the red people) 2 SDQ lessons	Vaping- healthy or unhealthy? Drugs: true or false? Smoking: what is normal? 3 SDQ lessons	It all adds up! My school community (2) Independence and responsibility Ella's diary dilemma Spending wisely Lend us a fiver! 2 SDQ lessons

	Keeping Safe	Me and My Relationships	Growing and Changing	Valuing Difference	Rights and Respect	Being my Best
Year 6 *Wellbeing online and Online Safety and awareness are taught through Computing lessons Golden Threads; Developing myself as a citizen; Protective behaviours Zones of regulation Behaviour Metacognition Anti-bullying British Values	COMPASS Session/Visit: What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Vaping Road safety Water safety Sun Safety School Elections: Democracy in Britain 1 – Elections/ Democracy in Britain 2 - How (most) laws are made ** WL teach: 0-5 scale	Don't force me! * Lessons based on SDQ scores and Compass questionnaires WL teach: Fantastic Elastic Brain	I look great! Is this normal? * Media Manipulation * Lessons based on SDQ scores and Compass questionnaires WL teach: Pre SAT's	Anti- Racism Lessons; Being anti-racist in our actions Representation matters Myth busting Lessons based on SDQ scores and Compass questionnaires	What's the risk? (1) What's the risk? (2) Rat Park Lessons based on SDQ scores and Compass questionnaires	What's it worth? Jobs and taxes Happy shoppers – caring for the environment Lessons based on SDQ scores and Compass questionnaires