

THE WILLOWS PRIMARY SCHOOL



RSHE POLICY

Relationships, Sex and Health Education

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: Headteacher/RSHE Subject Leader

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Intent

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Our curriculum is designed to equip all children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. It will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, they will develop their understanding of how to treat others with kindness, consideration and respect.

We strive to give learners the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Why do we teach Relationships and Health Education?

- First and foremost: it helps to keep pupils safe: RHE gives pupils the knowledge to tell right from wrong, and the skills to assess risk and seek support if they are worried. Giving pupils the correct language to describe genitals helps to keep them safe. If someone touches them inappropriately, they can seek help from an adult and accurately describe what is happening.
- It gives pupils information and skills to make healthy choices. pupils need to have knowledge about what is healthy and what is not but also the skills to be able to use this information. RHE provides the perfect environment for pupils to practice these skills safely.
- It promotes tolerance and respect. We want pupils to become adults who are accepting of all people, even if their way of life is not the same as their own.
- It develops the skills to form and maintain healthy relationships: whether friendships, family, or with teachers, every pupil needs these skills in order to function effectively in society.
- Pupils need to be prepared for the changes of puberty before onset. Some pupils will begin these changes in year 5 or even earlier, they need to know what is going to happen and how to deal with these changes.

Our aspiration is that our children have the knowledge and skills to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships.

In addition, as recommended by the Department for Education, we also teach non-statutory elements of sex education in an age-appropriate manner in Year 5 and Year 6.

Our curriculum has been developed on the basis of the following key principles:

a. Engagement with pupils.

An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. Engagement and transparency with parents.

Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education and schools should ensure parents are aware of sex education content within lessons in advance.

c. Positivity.

Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. Careful sequencing.

Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. Relevant and responsive.

Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. Skilled delivery of participative education.

The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. Whole school approach.

The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils should be taught content on:

- families and people who care for me, caring friendships
- respectful relationships
- online relationships
- being safe

Health Education

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils should be taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention, basic first aid
- changing adolescent body

Sex Education

Sex education is not compulsory in primary school. However, as recommended by the Department for Education, we teach the statutory and non-statutory elements of sex education in an age-appropriate manner in Year 5 and Year 6.

Year 5	Coping with change	How puberty (statutory) changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods/menstruation (statutory) and wet dreams.
Year 6	Families and committed relationships	Sex education: adult relationships and human reproduction, including different ways to start a family.

The national curriculum for science also 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.

The development of life skills is a strong focus within our RSHE curriculum, enabling all pupils to develop money sense, travel/water/fire/electrical safety knowledge, careers knowledge and enterprise skills alongside the key experiences they need to live independently as an adult in later life.

Consultation with Parents

Government guidance (2019) requires that all schools in England consult with parents when developing their curriculum and policy on Relationships Education. Parents were consulted prior to the development of our RHE curriculum. Parents continue to be consulted annually regarding our Sex Education lessons as part of our RSHE curriculum.

Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

At The Willows Primary School, in line with legislation, parents have the right to withdraw children from the non-statutory elements of sex education lessons in Year 5 and 6. Parents are requested to send a letter direct to school for the attention of the Headteacher, explaining their request for withdrawal, if they want to exercise their right to excuse their child from these lessons.

Implementation			
	3-4 year olds	Reception	Early Learning Goal
Communication and Language	- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	- Articulate their ideas and thoughts in well formed sentences. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Develop social phrases.	- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas. - Express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher.
Personal, Social, Emotional Development	- Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Talk with others to solve conflicts.	- See themselves as a valuable individual. - Build constructive and respectful relationships. - Show resilience and perseverance in the face of challenge. - Think about the perspectives of others. - Manage their own needs.	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. - Work and play cooperatively and take turns with others
	NSPCC Speak Out Stay safe resources - Read “Pantosaurus and the power of pants” book - Complete related PANTs activities for 3 – 4 year olds	NSPCC Speak Out Stay safe resources - Read “Pantosaurus and the power of pants” book - Complete related PANTs activities for 4 - 5 year olds	
Physical Development	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Start taking part in some group activities which they make up for themselves, or in teams. - Start eating independently and learning how to use a knife and fork. - Choose the right resources to carry out their own plan. - Be increasingly independent as they get dressed/undressed, e.g. putting coats on, doing up zips. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Know and talk about the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian). - Further develop the skills they need to manage the school day successfully (lining up and queuing, mealtimes, personal hygiene).	- Negotiate space and obstacles safely, with consideration for themselves and others. - Use a range of small tools, including scissors, paint brushes and cutlery.
	All children to participate in the Balanceability programme – an afPE approved learn to cycle programme for children aged 2½ years upwards.		
Understanding the World	- Show interest in different occupations. - Explore how things work. - Plant seeds and care for growing plants. - Begin to understand the need to respect and care for the natural environment and all living things	- Draw information from a simple map. - Explore the natural world around them.	- Talk about the lives of the people around them and their roles in society. - Explore the natural world around them, making observations and drawing pictures of animals and plants.

RSHE Education and Life Skills	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in RSHE					
	Emotions: How do I feel today?	Power in relationships: when do I feel safe?	Travel safety. Walking and riding a scooter	Emotions: What helps me to be happy?	Power in relationships: Should I keep secrets?	Living Independently How do I stay safe at home?
	Healthy Relationships: Who's in my family?	Physical health: how can I look after my body?	Staying Safe Stranger Danger	Healthy Relationships: What does a family look like?	Physical health: how do I eat a balanced diet?	Staying Safe Electrical Safety
			Living Independently			Money Sense
	Healthy Relationships: What makes a good friend?	Health and Wellbeing Caring for Myself	Money Sense	Healthy Relationships: How can we stop bullying?	Health and Wellbeing Caring for Myself Caring for others (first aid)	Coping with change Growing up

RSHE Education & Life Skills	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in RSHE					
	Emotions: How can I manage my emotions?	Power in relationships: Who does my body belong to?	Living Independently	Emotions: How can we add to our emotion's toolkit? Health and Wellbeing Caring for myself	Power in relationships: What does a healthy relationship feel like?	Staying safe and healthy: How do I avoid getting ill? Water safety
			Money Sense			
	Healthy relationships: How can I help my family?	Physical health: How can I get active and eat well every day? Personal Hygiene	Staying safe and healthy: How can I stay safe while out and about?	Healthy relationships: Do all families look the same?	Physical health: What makes a balanced lifestyle?	Living Independently
						Travel safety Travelling on a train
	Healthy relationships: Are friendships ever perfect?	Travel safety Planning and undertaking a bus journey	Careers and Enterprise Caring for the environment Gardening	Healthy relationships: Are all friends the same?	Caring for the environment (recycling)	Money Sense

NSPCC Speak out, Stay Safe assemblies and workshops are delivered annually by NSPCC volunteers. These are followed up in school with children and information is sent out to parents as well. Children have access to PANTOSAURUS resources.

RSHE Education & Life Skills	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	E-Safety taught explicitly within ICT and Computing and through assemblies and when opportunities arise in RSHE					
	Emotions: How can we manage challenges?	Physical health: Is it hard to be healthy?	Living Independently	Emotions: How can we manage our emotions through periods of change? Health and Wellbeing Caring for myself	Physical health: How do I plan a healthy week?	Money Sense Money and wellbeing
			Money Sense Money safety and budgeting			Careers and Enterprise 'Make £5 grow'
	Healthy relationships: How can I be a great friend?	Risky substances: Why do people get addicted?	Travel safety Planning a familiar journey	Healthy relationships: How can we have healthy boundaries?	Risky substances: Why do people use alcohol and drugs?	Travel safety Planning an unfamiliar journey
						Cycling proficiency & Road safety
	Healthy relationships: Is there such a thing as a perfect family? Healthy, committed relationships	Health and Wellbeing Caring for myself Caring for others (first aid)	Coping with change Puberty and emotions	Power in relationships: What are my boundaries?	Staying safe and healthy: How can I save a life?	Families and committed relationships Starting a family (sex & relationships education) Healthy relationships: How can we live in harmony?

Time and Organisation

RSHE is taught weekly in every year group. Pupils are taught in groups and as a class, according to the nature of the learning task. To deliver our curriculum, we use the Discovery Education Health and Relationships Programme in dedicated lesson time, in addition to cross-curricular learning through science, topic work and assemblies. The programme lessons progress from year 1 to year 6 with activities and videos to make learning engaging and enjoyable for our pupils, as well as developing their learning and understanding in an age-appropriate way.

Teachers will answer any questions from children in an age-appropriate and factual way, without personal bias or judgement. All teachers will have boxes in their classrooms where pupils can post questions anonymously if they wish. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our published safeguarding policy.

Life skills are taught within weekly RSHE lessons. Teachers plan experiences and lessons that deliver the identified half termly focus based on the following areas - money sense, travel/water/fire/electrical safety knowledge, careers knowledge and enterprise skills alongside the key skills they need to live independently as an adult in later life.

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos and IPADs as well as recording work in their RE books. Class RSHE Discussion books are used to capture thoughts, reflections and responses generated in lessons where the main method of teaching and learning has been discussion rather than written work/recording.

Resources

Every class uses the videos and resources from the Discovery Education Health and Relationships Programme. Teachers and children also have access to age-related topic books relating to the key areas being studied.

Monitoring and Assessment

Pupils are monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, practical tasks and discussion.

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.



THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand