

# Arunside Primary School

## RSHE Policy

### Relationships, Sex and Health Education

Approved by: Governing Body

Date approved: June 2026

Review cycle: Annual

Next review due: June 2027

Policy lead: Kylee Phillips, PSHE Lead

This policy has been developed in consultation with staff, governors, parents and pupils. Consultation included reviewing current provision, gathering stakeholder feedback and considering the needs of our school community. The policy will be reviewed annually by the PSHE lead and governing body.

## 1. Aims

At Arunside Primary School, we are committed to providing a broad and balanced curriculum that supports children to become healthy, safe, respectful and responsible members of society.

Through our Relationships, Sex and Health Education (RSHE) curriculum, we aim to help pupils:

- develop positive values and a moral framework that will guide their decisions and behaviour;
- understand the importance of respectful relationships, including friendships and family relationships;
- recognise and manage emotions effectively;
- develop resilience, confidence and self-esteem;
- understand how to stay physically and mentally healthy;
- learn how to stay safe, including online;
- understand the changes that occur as they grow and develop;
- prepare for the opportunities, responsibilities and experiences of later life.

Our RSHE curriculum is inclusive, age-appropriate and tailored to meet the needs of all pupils.

## 2. Statutory Requirements

This policy has been developed in accordance with the following legislation and guidance:

- Education Act 2002
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Keeping Children Safe in Education (current version)
- Equality Act 2010
- SEND Code of Practice
- Behaviour in Schools guidance
- Preventing and Tackling Bullying guidance
- Working Together to Safeguard Children
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education

Relationships Education and Health Education are statutory in all primary schools.

At Arunside Primary School, we teach RSHE through a planned programme of learning using the Kapow Primary RSHE and PSHE scheme alongside additional resources where appropriate.

## 3. School Ethos

At Arunside Primary School, we believe that RSHE is an essential part of children's education and contributes significantly to pupils' personal development.

We aim to provide a safe, supportive and inclusive environment where children feel able to ask questions, express views and discuss issues appropriately.

Our teaching promotes:

- respect for self and others;
- kindness and empathy;
- equality and inclusion;
- positive mental health and wellbeing;
- safeguarding awareness;
- responsible citizenship.

We recognise that parents and carers are the first educators of their children and we value the role they play in supporting RSHE learning.

# 4. Curriculum Content

Our RSHE curriculum is delivered through the Kapow Primary RSHE and PSHE scheme and is adapted to meet the needs of our pupils.

The curriculum is progressive and builds on children's knowledge and understanding year by year.

Teaching includes:

## Relationships Education

Children learn about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe;
- recognising healthy and unhealthy relationships;
- bullying, including cyberbullying;
- consent and personal boundaries;
- trusted adults and seeking help.

## Health Education

Children learn about:

- mental wellbeing;
- emotions and self-regulation;
- physical health and fitness;
- healthy eating;
- personal hygiene;
- sleep and healthy lifestyles;
- internet safety and harms;
- drugs, alcohol and tobacco education;
- basic first aid;
- puberty and changing bodies.

## Sex Education

At primary level, sex education is not statutory. However, we believe that children should receive age-appropriate information to support their understanding of human development and prepare them for transition to secondary school.

Sex education at Arunside Primary School includes:

- human reproduction;
- conception and birth;
- changes associated with puberty.

Teaching is delivered in a sensitive, age-appropriate and inclusive manner.

The statutory National Curriculum for Science includes aspects of human development and reproduction. Parents do not have the right to withdraw children from the science curriculum.

## 5. Delivery of RSHE

RSHE is taught through:

- dedicated RSHE/PSHE lessons;
- assemblies and whole-school events;
- cross-curricular links where appropriate;
- visitors and workshops where suitable;
- everyday interactions and the wider ethos of the school.

Class teachers are primarily responsible for delivering RSHE lessons, although external visitors may occasionally support specific areas of learning.

All visitors are appropriately vetted and work alongside school staff.

Teachers establish clear ground rules to ensure lessons are conducted in a safe, respectful and supportive environment.

Questions from pupils are handled sensitively and appropriately.

Staff recognise that some RSHE topics may lead to sensitive or unexpected questions. Teachers will answer questions honestly, factually and in an age-appropriate manner, while remaining within the boundaries of the planned curriculum and school policy. Ground rules will be established to support respectful discussion and to help pupils understand appropriate ways to ask questions and share concerns. Where questions fall outside the scope of the curriculum, are not age-appropriate or raise safeguarding concerns, staff may choose to respond at a later time, refer the pupil to a trusted adult or follow the school's safeguarding procedures where necessary. Staff will use professional judgement to ensure that all discussions remain safe, inclusive and supportive for pupils

## 6. Inclusion and Equality

At Arunside Primary School, we are committed to ensuring that all pupils receive an inclusive RSHE education.

Teaching reflects the diversity of our school community and wider society.

We promote respect for:

- different family structures;
- protected characteristics under the Equality Act 2010;
- different backgrounds, cultures and beliefs;
- individual differences and needs.

All pupils, including those with SEND, are supported to access the curriculum appropriately.

## 7. Safeguarding and Confidentiality

RSHE teaching supports the school's wider safeguarding responsibilities.

Children are reminded that adults in school cannot offer complete confidentiality if a child discloses information that suggests they or another person may be at risk of harm.

Any safeguarding concerns arising from RSHE lessons will be dealt with in accordance with the school's safeguarding and child protection procedures.

Staff will follow the school's safeguarding policy and report concerns to the Designated Safeguarding Lead (DSL).

## 8. Right to Withdraw

Parents and carers have the right to request that their child be withdrawn from the non-statutory sex education elements of RSHE which are taught during Year 6. Parents will be notified prior to the delivery of this content and given the option to withdraw their children from these lessons. Requests for withdrawal should be made in writing to the school office.

The class teacher will discuss the request with parents or carers and explain:

- the content and purpose of the curriculum;
- the benefits of receiving this education;
- the arrangements for pupils who are withdrawn.

Parents and carers cannot withdraw their child from:

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

## 9. Working with Parents and Carers

We recognise the important role parents and carers play in supporting children's understanding of relationships, health and growing up.

We aim to work in partnership with families by:

- making this policy available on the school website;
- informing parents and carers about curriculum content;
- responding to questions and concerns sensitively;
- providing opportunities to view resources where appropriate.

We encourage open communication between home and school.

## 10. Assessment, Monitoring and Evaluation

Teachers assess pupils' learning informally through classroom discussion, questioning and activities.

The impact of the RSHE curriculum is monitored through:

- pupil voice;
- learning walks;
- book looks where appropriate;
- planning scrutiny;
- staff feedback;
- governor monitoring.

The RSHE subject leader is responsible for overseeing the implementation and review of the curriculum.

Governors will monitor the effectiveness of this policy and ensure statutory requirements are met.

## 11. Roles and Responsibilities

The Governing Body is responsible for approving this policy and monitoring its effectiveness.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and that staff are appropriately supported and trained.

The PSHE Lead is responsible for overseeing the planning, delivery, monitoring and review of the RSHE curriculum, including supporting staff and ensuring resources are appropriate and up to date.

Class teachers are responsible for delivering RSHE lessons in line with this policy and creating a safe, respectful and inclusive learning environment.

All staff will respond to safeguarding concerns in accordance with the school's safeguarding and child protection procedures.

Parents and carers are encouraged to support their child's learning and work in partnership with the school regarding RSHE.

## 12. Staff training and development

Staff delivering RSHE receive appropriate training and support to ensure lessons are taught confidently, accurately and sensitively. Training needs are identified through monitoring and staff feedback.

# Appendix 1 – Statutory Relationships Education Outcomes

By the end of primary school, pupils should know:

## Families and people who care for me

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life;
- that others' families may look different from their own;
- how to seek help if family relationships make them feel unhappy or unsafe.

## Caring friendships

- how important friendships are;
- the characteristics of positive friendships;
- how to manage conflict;
- how to seek support if friendships make them feel unhappy or unsafe.

## Respectful relationships

- the importance of respect and kindness;
- how to treat others appropriately;
- about bullying and how to get help;
- about stereotypes and discrimination.

## Online relationships

- how to stay safe online;
- that people may behave differently online;
- how to report concerns;
- how information is shared online.

## Being safe

- about personal boundaries and privacy;
- that their body belongs to them;
- how to recognise unsafe situations;
- how to seek help and report concerns

# Appendix 2 – Statutory Health Education Outcomes

By the end of primary school, pupils should know:

## Mental wellbeing

- how to recognise and talk about emotions;
- strategies to support mental wellbeing;
- where and how to seek support.

## Physical health and fitness

- the benefits of regular exercise;
- how to maintain a healthy lifestyle.

## Healthy eating

- what constitutes a healthy diet;
- the importance of balanced nutrition.

## Health and prevention

- the importance of sleep, hygiene and dental care;
- how to reduce health risks;
- basic information about illness prevention.

## Basic first aid

- how to make an emergency call;
- basic first aid concepts.

## Changing adolescent body

- key facts about puberty and body changes;
- menstrual wellbeing;
- emotional changes associated with puberty.

# Appendix 3 – Links to related policies

- Child Protection and Safeguarding
- Relationships and Behaviour
- Equality
- SEND

# Appendix 4 – Curriculum overview

## Relationships, Sex and Health Education (RSHE) & PSHE

School Policy Appendix: Whole-School Long-Term Curriculum Plan

**Dear Parents and Carers,** This document outlines our primary school's structured curriculum for Relationships and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) education. It provides an overview of the progression of learning from EYFS to Year 6, color-coded by term to make it easy to see what your child will look at across each academic year.

■ Autumn Term
 ■ Spring Term
 ■ Summer Term

### Whole-School Curriculum Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	How can we look after our emotions?	Connecting with others: Happy and safe	How do we spend time online?	Citizenship: Help others & environment	Health protection: Daily safety	Staying safe: How can I stay safe?
Year 2	My healthy self: Looking after bodies	Connecting with others: Safe/kind relations	The online world: Sharing online	Citizenship: Community & money	Growing up: Respecting our bodies	Staying safe: Safe choices
Year 3	Mind and body wellness	Connecting with others: Safe & included	The online world: Communicating online	Citizenship: Rights & responsibilities	Healthy protection: Illness prevention	Citizenship: Careers
Year 4	My healthy self: Healthy choices	Connecting with others: Mutual respect	The online world: Evaluating online content	Citizenship: Spending money wisely	Growing up: Puberty changes	Staying safe: Hazard recognition
Year 5	Supporting mind & body	Connecting with others: Healthy connections	The online world: Online influence	Citizenship: Community difference	Growing up: Managing changes	Citizenship: Financial control
Year 6	My healthy self: Shaping my future	Connecting with others: Standing up	The online world: Online feelings	Citizenship: Protecting rights	Staying safe: Growing up safe	Sex education: Parents & carers

## Detailed Termly Breakdowns by Year Group

### Early Years Foundation Stage (EYFS)

#### **AUTUMN TERM | Self-regulation: My feelings & Special relationships** 12 Lessons

Children explore and learn to communicate their feelings and cope with emotions. They explore why families and special people are valuable, develop sharing strategies, appreciate their own individual worth, and explore diversity.

#### **SPRING TERM | Managing self: Challenges & Listening** 12 Lessons

Focuses on understanding rules, building persistence and resilience through new skills, using grounding coping strategies, and becoming active, honest, and thoughtful listeners who follow instructions.

#### **SUMMER TERM | Building relationships: Family/Friends & Wellbeing** 12 Lessons

Children learn about different beliefs and celebrations, characteristics of good friendship, and active listening. They also explore looking after physical and mental wellbeing through exercise, meditation, and healthy balanced diets.

### Year 1

#### **AUTUMN TERM | Emotions & Connecting with others** 15 Lessons

Developing understanding of how feelings vary and change. Pupils identify strategies to manage uncomfortable emotions and learn how to seek support. They also explore what makes families special and how to maintain healthy relationships.

#### **SPRING TERM | The Online World & Citizenship** 7+ Lessons

Recognising online activity, learning to behave safely and politely, managing screen time, and responding to unsuitable content. Citizenship focus covers helping others and taking care of the local environment.

#### **SUMMER TERM | Health Protection & Staying Safe** 13 Lessons

Exploring illnesses/injuries and the roles of healthcare workers. Children learn to notice daily dangers, follow simple safety rules, listen to body clues, and identify trusted adults for help.

## Year 2

### **AUTUMN TERM | My Healthy Self & Connecting with others** 14 Lessons

Building habits for physical health (movement, sleep, nutrition, dental care). Celebrating individual and family diversity, exploring personal boundaries, and identifying features of kind, healthy connections.

### **SPRING TERM | The Online World & Citizenship**

Investigating how things are shared online and understanding how communities function, including an initial introduction to how people earn money.

### **SUMMER TERM | Growing Up & Staying Safe** 7+ Lessons

Learning how people grow and change, naming private body parts correctly, understanding privacy/boundaries, and developing safe decision-making skills in different environments.

## Year 3

### **AUTUMN TERM | Mind & Body Connection & Connecting with others** 15 Lessons

Discovering how the mind and body connect. Pupils explore six core emotions, interpret body language, look at sleep's effect on mood, and learn personal boundaries. Celebrates unique individual values and support systems.

### **SPRING TERM | The Online World & Citizenship**

Developing safe and respectful online communication strategies, alongside understanding community rights and individual social responsibilities.

### **SUMMER TERM | Health Protection & Citizenship Careers**

Preventing illness/injury, practicing basic first-aid responses, and exploring different career paths and why people choose them.

## Year 4

### **AUTUMN TERM | My Healthy Self & Connecting with others** 7+ Lessons

Making proactive healthy choices and understanding how trust, fairness, and boundaries maintain friendships. Learning to respond assertively and respectfully to challenges or unkind behaviors.

### **SPRING TERM | The Online World & Citizenship Money**

Learning to critically evaluate and fact-check information seen online, and exploring financial education on how to manage and spend money wisely.

### **SUMMER TERM | Growing Up (Puberty) & Staying Safe** 14 Lessons

Learning about physical and emotional changes during puberty, reassuring pupils that these changes are normal. Developing dynamic understanding of hazards, risks, and emergency responses (water, road, and home safety).

## Year 5

### **AUTUMN TERM | Supporting Mind & Body & Healthy Relationships** 14 Lessons

Evaluating food and activity choices using traffic light labels, understanding emotional impacts on health, and developing support strategies. Deepening understanding of identity, family structures, communication, and assertiveness.

### **SPRING TERM | Online Influence & Citizenship** 7+ Lessons

Exploring how online trends, adverts, and social media influencers shape behavior, identifying misleading information. Discussing how to make a practical difference in local and global communities.

### **SUMMER TERM | Growing Up & Financial Control** 14 Lessons

Comprehensive learning on puberty changes, including periods, personal hygiene, and boundaries. Financial citizenship covers taking personal control of money and budgeting.

## Year 6

### **AUTUMN TERM | Future Wellbeing & Standing Up For Self/Others** 7+ Lessons

Understanding how present-day choices shape long-term future wellbeing. Deepening understanding of self-respect, explicit boundaries, consent, challenging discrimination, and preventing bullying safely.

### **SPRING TERM | The Online World & Protecting Rights**

Exploring the emotional impact of online engagement and screen time, alongside learning how society protects human rights globally.

### **SUMMER TERM | Staying Safe & Sex Education** 7+ Lessons

Learning how to navigate personal safety independently as children grow up. Sex education explores conception, pregnancy, diverse family structures, and the absolute importance of mutual consent.