



Relationships, Sex and Health Education (RSHE) Policy (including PSCHE provisions)

Written: June 2026

Next Review: June 2027

Policy development and review

Primary schools must have in place a policy for Relationships, Sex and Health Education (RSHE). This is to provide clear transparency to parents/carers regarding the statutory duties of schools and provide awareness of the school's provision.

At Shenley Primary School, we aim to provide a nurturing, inclusive and ambitious Personal, Social, Citizenship, Health and Economics Education (PSCHE) and RSHE curriculum that enables all children to become healthy, respectful, resilient and responsible members of society. Our curriculum supports children in understanding themselves and others, developing positive relationships and making informed choices that contribute to their physical, emotional and mental wellbeing. Our Shenley STARS values (self-belief, teamwork, aspiration, respect and strength in kindness) and our school rules (be ready, be respectful, be safe) are at the centre and underpin Shenley school life. We use the Kapow Primary PSCHE and RSHE resources to deliver a progressive and carefully sequenced curriculum that meets statutory Relationships and Health Education requirements while reflecting the needs of our pupils and community.

This policy is in line with RSHE Statutory guidance:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_on_relationships_and_sex_education_RSHE_and_health_education_for_intro_1_September_2026.pdf

This policy has been developed in consultation with staff, pupils and parents.

The process for this involved:

- Sharing the RSHE Policy with stakeholders.
- Reviewing feedback and identify any themes or concerns.
- Deciding whether changes to the RSHE policy or approach are needed.
- Communicating the consultation outcome and the agreed approach to parents/carers.
- Publishing the updated RSHE Policy and make it accessible on the Shenley Primary School website.

Schools must proactively engage and consult parents when developing and reviewing their policy, ensuring parents/carers understand that effective RSHE is important for promoting and protecting the wellbeing of all children. In our school, we fully embrace this approach by sharing the policy with parents/carers and seeking their feedback.

Primary schools may choose whether to provide sex education beyond the statutory Science curriculum. If taught, consultation should focus on how this optional content will be delivered. In Kapow Primary resources, this relates to the Year 6 Sex Education unit. This is the only non-statutory element of primary RSHE and therefore the only aspect parents/carers can legally request to withdraw their child from. Once a decision has been included within the school's RSHE policy, consultation would not usually need to be repeated unless the approach changes.

This policy aims to provide guidance and information on all aspects of Relationships, Sex and Health Education (RSHE) in the school for staff, parents/carers, governors and other stakeholders. This policy was reviewed and updated by the Senior Leadership Team and the PSCHE/RSHE Subject Leader.

This policy is available on the school website. Copies can also be made available on request from the school office.

Statutory and legal requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships and Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026. Sex education is not compulsory in primary schools, however the DfE recommend that primary schools teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for science. 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. The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice.

Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance:

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

At Shenley Primary School, we deliver RSHE, as set out in this policy, in line with current statutory duties and requirements. As a maintained school, we must provide Relationships and Sex Education to all pupils in line with the Children and Social Work Act 2017.

In teaching RSHE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996. Legislation and guidance documents that inform our school's RSHE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2025).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSHE) and Health Education (2025).

Links to other policies

This policy reflects how we deliver Relationships, Sex and Health Education (RSHE) in our school, as part of a whole-school approach to the subject. The following school policies also have links to our RSHE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours. These policies (or curriculum documentation) should also be read in conjunction with this RSHE Policy to give a broader understanding of our approach to this subject:

- Anti-bullying Policy.
- Behaviour Policy.
- Child Protection Policy.
- Inclusion Policy.
- Personal, Social, Citizenship, Health and Economics Education (PSCHE) curriculum documents.
- Science curriculum documents.

Definitions and aims of RSHE

At Shenley Primary School, our intention is to develop confident, compassionate and responsible children who are prepared for life in modern Britain. Through our PSHE and RSHE curriculum, children develop the knowledge, skills and attributes needed to manage their emotional, social and physical wellbeing both now and in the future.

Our curriculum is designed to:

- Promote positive mental health, emotional literacy and resilience.
- Encourage children to develop healthy, respectful and safe relationships.
- Support pupils in understanding personal safety, including online safety and safeguarding.
- Foster respect for diversity, equality and inclusion.
- Develop children's understanding of rights, responsibilities and citizenship.
- Prepare children for changes they will experience as they grow and transition through education.
- Equip pupils with the confidence to make informed and responsible decisions.

The Kapow Primary resource follows a spiral model, meaning children revisit key themes throughout their primary education with increasing depth and maturity.

The curriculum is structured around five key areas:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Non-statutory sex education is taught in Year 6 which parents/carers have the right to withdraw their children from. In Year 6, pupils also explore identity and transition to secondary school.

At Shenley Primary School, we believe PSHE and RSHE are central to safeguarding and personal development. We aim to create a safe environment where children feel valued, listened to and confident to discuss sensitive issues appropriately. Our curriculum promotes our Shenley STARS values and the understanding that every child has a voice and a role within the wider community.

At Shenley Primary School, our curriculum is guided by the following key principles outlined in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (July 2025)':

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

The key principles are:

- Engagement with pupils – we have an inclusive and well-sequenced RSHE curriculum, informed by meaningful engagement with pupils to ensure that it is relevant and engaging.
- Engagement and transparency with parents - we engage with parents regarding the content of RSHE and are transparent with parents about all materials used in RSHE. All materials are available to parents and can be requested. Parents have a right to request that their children are withdrawn from non-statutory sex education and we ensure parents are aware of sex education content within lessons in advance.
- Positivity – we focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. We avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- Careful sequencing – our curriculum covers all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Teaching is sequenced 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.
- Relevant and responsive – our curriculum is relevant, age and stage appropriate and accessible to pupils. We aim to work with local partners and other bodies to understand specific local issues and ensure needs are met.
- Skilled delivery of participative education - the curriculum is delivered by school staff or, where we 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 are trained in safeguarding and offer support, recognising the increased possibility of disclosures.
- Whole school approach – our curriculum is delivered as part of a whole-school approach to wellbeing and positive relationships, supported by other school policies, including the Behaviour Policy, Behaviour Curriculum and Safeguarding Policy.

At Shenley Primary School, we believe that our pupils need to be educated in Relationships, Sex and Health Education (RSHE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We define Sex Education as education that goes beyond the National curriculum for science. The DfE 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers' (July 2025) states that: *'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.'*

Sex education is non-statutory and is the only unit parents/carers can withdraw their child from. At an appropriate age for our Year 6 pupils, part of our school provision includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Any non-statutory sex education content is clearly identified in our curriculum overview (see appendix). Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy.

RSHE is not about the promotion of sexual orientation or sexual activity. Instead, it supports understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond. We ensure that any RSHE we deliver is inclusive and meets the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

Sex education is only taught in Year 6 and covers:

- Scientific vocabulary to describe private body parts and explain why this is important.
- Explanation of conception and naming the body parts involved.
- Conception and the birth of a baby
- Ordering the stages of pregnancy and describe how a foetus develops.
- Recalling different ways babies can be born.
- Explaining how families are formed.
- Describing babies' needs and how caring for a baby affects daily life.
- Explaining what consent means and recognise when it is or is not given.
- Recalling the legal age of consent in the UK.

Statutory Health Education includes developing bodies: a key area of statutory Health Education and includes scientific terminology for the body parts and vocabulary that will be used during puberty education. This is not an area that parents/carers can withdraw their children from.

We consider effective RSHE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSHE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

Curriculum content and organisation

Relationships, Sex and Health Education (RSHE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils. The PSCH/RSHE subject lead is responsible for overseeing and organising the PSCH/RSHE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy. RSHE is delivered as part of our PSCH programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships.

RSHE is taught gradually across key stages so that learning builds year-by-year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At Shenley Primary School, we use Kapow Primary RSHE and PSCHÉ resources as the basis for our RSHE provision. Our RSHE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as computing, religious education, and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate. RSHE is delivered through timetabled curriculum lessons as part of our PSCHÉ and RSHE curriculum. Related statutory elements are also delivered through science, in line with the National Curriculum.

As part of our PSCHÉ and RSHE curriculum, we cover a range of topics and learning outcomes that support RSHE across the school. For further information about our RSHE curriculum, see the curriculum overview in Appendix 1.

Statutory Health education includes scientific vocabulary to describe private body parts. This is not an area that parents/carers can withdraw their children from.

Statutory relationships education includes how families are formed, and learning about all kinds of families. This includes representation of same sex families and families from different cultures, ethnicity and backgrounds.

Any non-statutory sex education content (that parents/carers can withdraw their children from) is clearly highlighted for reference.

Online safety forms an important part of RSHE and is taught through computing lessons, assemblies and workshops.

Shenley Primary School will review safeguarding and health data/trends inclusive of national and local context as well as DfE updates to ensure that adjustments to curriculum are responsive to needs and preventative. Key amendments will be communicated to parents/carers through Curriculum Information Pages or written correspondence from school.

Delivery of RSHE

PSCHÉ and RSHE are taught through the Kapow Primary resources using weekly lessons across EYFS, Key Stage 1 and Key Stage 2. Lessons are carefully sequenced to ensure progression in knowledge, vocabulary and skills from Reception through to Year 6.

Our implementation includes:

- Weekly discrete PSCHÉ/RSHE lessons.
- A progressive spiral curriculum revisiting key themes each year.
- Discussion-based learning that encourages pupil voice and reflection.
- Retrieval opportunities to support knowledge retention.
- Cross-curricular links with computing, PE, science and safeguarding.
- Opportunities for collaborative learning, role play and real-life scenarios.
- Clear classroom expectations and safe discussion routines.

Kapow Primary resources provides teachers with:

- High-quality lesson plans and resources.
- Built-in CPD and teacher guidance.
- Knowledge organisers and progression documents.
- Adaptive teaching strategies to support all learners, including SEND pupils.

At Shenley Primary School, we further enrich the curriculum through:

- Assemblies and themed awareness days.
- Celebration of diversity and British values.
- Mental health and wellbeing initiatives.
- Safeguarding and online safety activities.
- Opportunities for pupil leadership and responsibility (for example Shenley School Council and the Eco Warriors)
- Strong links between school, home and the wider community.
- Behaviour Curriculum.
- Links with the Mental Health Support Team.
- Network hands (highlighting trusted adults).
- Zones of Regulation to support children in understanding their emotions.

Teachers create an inclusive and supportive classroom environment where pupils are encouraged to ask questions, express opinions respectfully and develop confidence in discussing important issues. Lessons are adapted appropriately to meet the needs of all learners and reflect the context of our school community.

Each class has an 'I wish my teacher knew' box – this is a way that children can anonymously (if they wish) report any concerns.

Our RSHE curriculum is delivered predominantly by teachers or other staff within our school and forms part of our timetabled Personal, Social, Health, Citizenship & Economic (PSCHE) education programme. We recognise that external visitors can add value to the teaching and delivery of RSHE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of RSHE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies. Creating a safe learning environment is a vital part of effective RSHE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way. To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSHE/PSCHE resource to support effective and sensitive delivery of RSHE.

These include:

- Film-clips/graphics.
- Scenarios and stories
- Images and visual prompts
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.)
- Role play
- Problem-solving activities
- Independent, paired and group work

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During RSHE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum.

Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering RSHE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any pupils with additional needs or those with SEND. The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn. Our school delivers RSHE and PSCHE in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies. If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures. In responding, teachers use a neutral script such as: *"That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson"*.

If a pupil who has been withdrawn from Sex Education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: *"That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."* Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures. As part of our RSHE and PSHE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important element of our PSHE and RSHE provision.

By the time children leave Shenley Primary School, they will:

- Demonstrate our Shenley STARS values.
- Understand how to keep themselves physically and emotionally safe.
- Be able to develop and maintain healthy relationships.
- Show resilience, confidence and independence.
- Understand how to manage risk and make informed decisions.
- Recognise the importance of mental and physical wellbeing.
- Appreciate diversity and challenge stereotypes and discrimination.
- Be prepared for the next stage of their education and life beyond primary school.

Children will be able to talk confidently about their learning and apply their knowledge to real-life situations. They will understand how to seek help, manage challenges and contribute positively to society.

The impact of our curriculum is evidenced through:

- Positive pupil attitudes and behaviour.
- Strong pupil voice outcomes.
- High-quality discussions and reflective learning.
- Consistent progression in knowledge and skills.
- Safeguarding awareness and understanding.
- Monitoring and assessment evidence across the school.

Our PSHE and RSHE curriculum supports children in becoming thoughtful, informed and respectful individuals who are ready to thrive in an ever-changing world.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships, Sex and Health Education (RSHE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access RSHE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around RSHE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in RSHE.

During PSHE and RSHE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law. We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. RSHE provides an opportunity to support the discharge of these duties in a safe and appropriate environment.

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

At Shenley Primary School, we learn about British Values, Protected Characteristics and promote personal development through Spiritual, Moral, Social, and Cultural (SMSC) education.

Safeguarding and confidentiality

A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times. Through the ground rules established as part of creating a safe learning environment in all PSHE and RSHE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns. Teachers are aware that effective RSHE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the headteacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy. All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's Child Protection Policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority. Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Working with parents/carers and their right to withdraw

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At Shenley Primary School, we are committed to working closely with parents/carers to ensure that we create the best possible Relationships, Sex and Health Education (RSHE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards RSHE provision, where transparency and respectful understanding are the basis for all discussions. Parents/carers are always welcome to contact the school to view resources and discuss any questions or concerns with the subject lead.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents can view all curriculum materials used to teach RSHE on request.

Parents who wish to view additional RSHE teaching materials are asked to contact the school to arrange an appointment, during which the subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE provision across the school.

Our school values transparency and partnership with parents and carers in delivering high-quality RSHE. In line with statutory guidance, we will:

Provide access to RSHE curriculum materials

- parents/carers may request to view materials used in RSHE lessons, including those from external providers.

Offer ways to view resources

- parents/carers can contact the school to arrange to view materials

Engage parents proactively

- parents/carers are informed of any significant changes to RSHE content and invited to share feedback.

Safeguarding and copyright considerations

- while we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.
- all sharing of materials complies with safeguarding and data protection policies.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements. Parents/carers are given opportunities to understand the purpose and context of RSHE as part of our approach to pupils' personal development. We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum, and we provide opportunities to support this by encouraging parents to arrange a meeting with the subject leader and/or class teacher.

While we believe that all content within our PSHE and RSHE curriculum is important and relevant for pupils, parents/carers have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National Curriculum for science. Please refer to our programme overview document (Appendix 1), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies. Currently, these sessions are delivered in Year 6. Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSHE. In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National Curriculum for science. These are statutory requirements that schools are required to teach. We view the partnership between home and school as vital in providing context around the themes covered in RSHE.

We keep parents and carers informed by publishing an overview of the programme and this policy on the school website, and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

We acknowledge that parents and carers have an important role to play in RSHE and should feel confident that the school's programme complements and supports their parenting role. We may choose to hold additional parent/carers meetings or events to support parents' understanding of our approach and rationale. We ask parents to consider the proven contribution that age-appropriate Sex Education can make in keeping pupils safe and preparing them for adulthood.

If parents/carers wish to request that their child be withdrawn from any non-statutory sex education, they should contact the school. Parents/carers are invited to a meeting to discuss concerns and view relevant teaching resources. If parents/carers choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson. It is important that parents/carers who choose to withdraw their child from Sex Education understand that discussing these issues with their child then becomes their responsibility.

Roles and responsibilities

The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for RSHE. This list is not exhaustive, but provides a clear reference point for the main expectations.

Governors will:

- Approve the RSHE Policy and hold the headteacher to account for its implementation based on statutory duties.
- Ensure that governors are supportive of the school's policy, aims and objectives relating to RSHE.

The headteacher will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
- Work with the subject lead to support the implementation of this policy.
- Ensure that RSHE/PSCHE is taught consistently across the school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.
- Ensure that all staff receive appropriate training relating to RSHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for RSHE.
- Communicate with staff, parents/carers and governors to ensure understanding of the school's RSHE curriculum and policy.

All staff will:

- Teach RSHE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships, Health and Sex Education.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive RSHE.
- Ensure that they are up to date with school policy and curriculum requirements around RSHE.
- Keep up to date with school policy and curriculum requirements.
- Take part in training as required.
- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

Teachers will also:

Conduct assessment. Assessment is ongoing throughout lessons through:

- Teacher observation
- Pupil discussion and reflection
- Retrieval activities
- Questioning
- Book/journal evidence
- Pupil voice opportunities

The subject lead will:

- Oversee the day-to-day operation of the school's RSHE/PSCHE provision and policy.
- Keep up to date with changes in legislation and best practice.
- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of RSHE/PSCHE.

The subject lead (with SLT where appropriate) will also monitor the quality of teaching and learning through:

- Learning walks
- Book looks
- Planning scrutiny
- Pupil conferencing
- Staff feedback and CPD
- Report to governors and senior leaders as requested.

Pupils will:

- Take part fully in lessons.
- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.
- Support the creation of positive and inclusive RSHE lessons.

Parents will:

- Share responsibility for supporting their child's RSHE/PSCHE learning and wider personal, social and emotional development.
- Support the delivery of RSHE in line with this policy.
- Engage in consultation and information-sharing opportunities.
- Seek additional support from the school where needed.

Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding RSHE. We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective. As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff 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. At Shenley Primary School, we ensure that staff are aware of best practice in delivery by providing regular training opportunities. We expect staff to provide regular feedback to the subject lead on their experience of teaching RSHE, including identifying any areas where additional support or training would be helpful. Training related to RSHE forms part of the school's regular staff training programme.

Monitoring and evaluation of RSHE

Our aim is to provide RSHE that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness. The PSCHE/RSHE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful. The subject lead reports to the headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:

- Monitoring of planning
- Learning walks
- Work scrutiny
- Pupil voice
- Staff feedback
- Parent feedback and engagement
- Surveys
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information)

**PSHCE and RSHE
Curriculum Overview
2026 - 2027**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery/ Reception	Self-regulation: How do my feelings help me?	Building relationships: What makes a people special to me?	Managing self: How can How can I overcome challenges?	Self-regulation: How does good listening help us learn and work together?	Building relationships: What makes a good friend?	Managing self: How can I look after my wellbeing
Year 1/ Year 2	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up? *introduction to puberty and growing up	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up? *detailed teaching about puberty, menstruation and emotional changes.	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers? *puberty is revisited and pupils learn about conception and how a baby develops Parents/carers have the right to withdraw from parts of this unit.

