

Slindon Church of England Primary School



RSHE Policy

Relationship, Sex and Health Education

Approved by:	Headteacher (Laura Webb) and Governing Body
Date:	September 2026
Last reviewed on:	September 2026
Next review due by:	September 2027

Contents

1. Introduction	3
2. Aims.....	6
3. Statutory requirements	6
4. Content and delivery.....	6
5. Roles and responsibilities	8
6. Monitoring arrangements	9
7. Links with other policies.....	9

Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is *Unique* and want to ensure they are able to *Learn and Develop* in a high quality learning environment. We enrich the spirit in an *Enabling Environment*, in which *Positive relationships* foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

Introduction

Slindon Church of England Primary School is led by four overarching principles. These principles run through the ethos of our school and feed into our policy and pedagogy.

Within our Relationships, Sex and Health Education (RSHE), we recognise that all children are **unique**. We know our children well and appreciate their different and varying experiences. Our RSHE curriculum is designed with sensitivity to the uniqueness of each child.

The explicit teaching of **positive relationships** is central to RSHE education.

We respect that everybody **learns and develops** in different ways. Our RSHE curriculum respects the developmental needs of children, through carefully planned, age-appropriate content. Our RSHE curriculum is delivered using a variety of strategies to ensure that all children are able to succeed.

The calm climate for learning within our classrooms and outdoor learning areas provides an **enabling environment** for children to learn and feel safe to explore themes within our RSHE curriculum.



As a Rights Respecting School, our RSHE Policy is underpinned by the following articles of the UN Convention on the Rights of a Child.

- Articles 3/ 5: The adults in our school community, including our parents/ carers and families will act as role models. The best interests of our children are our top priority in all decisions and actions.
- Article 8: Every child has the right to an identity.
- Articles 2/ 12/ 30: We respect the right to be listened to and listen to others, to give an opinion and have the right to protection against discrimination.
- Article 13: We respect the right to find things out and share what we think with others, through art, talking or writing, unless it breaks the rights of others.
- Article 14: We respect the right to think and believe what we chose and to practice religion, as long as we are not stopping people from enjoying their rights.
- Article 15/ 31: We respect the right to meet with other children and to join groups and organisations, as long as we are not stopping people from enjoying their rights.
- Article 17: We respect the right to collect information from radio, newspapers, television and the internet, but to also be protected from information that could be harmful.
- Articles 19/ 24: We respect the right to feel safe at school and help others feel safe, to not be hurt or badly treated.
- Article 28: We respect the right to learn and let others enjoy their learning.
- Article 29: We respect the right to develop our potential.

Philosophy for Children (P4C)

The 'communities of enquiry' developed through of Philosophy for Children (P4C) curriculum is central to the teaching of RSHE. Our children develop 'the four Cs'; creative, critical, caring and collaborative thinking skills.

Caring = listening (concentrating) and valuing (appreciating) (e.g. showing interest in, and sensitivity to, others' experiences and values)

Collaborative = responding (communicating) and supporting (conciliating) (e.g. building on each other's ideas, shaping common understandings and purposes)

Critical = questioning (interrogating) and reasoning (evaluating) (e.g. seeking meaning, evidence, reasons, distinctions, and good judgements)

Creative = connecting (relating) and suggesting (speculating) (e.g. providing comparisons, examples, criteria, alternative explanations or conceptions)

Using P4C alongside RSHE anchors our pupils in the community and world we live in when we use current news stories or days of celebration as stimulus for enquiry. As citizens of the world our children have the opportunity to consider big ideas that are relevant to them but also other people's experiences, thoughts and ideas that may at first seem alien to them.

2. Intent

Our vision for Slindon Church of England Primary School is to inspire and nurture children in a secure, caring and happy Christian community, where diversity and individuality are celebrated. We believe that all individuals are of equal worth and we seek to foster mutual respect and responsibility. We encourage children to develop confidence and resilience in an environment where rights are respected, efforts are valued and all children flourish. The teaching and learning of Relationships, Sex and Health Education (RSHE) in our school supports and upholds this vision.

RSHE deals directly with the diverse values, beliefs and attitudes of individuals and society. RSHE helps pupils acquire British attitudes and values which are necessary if they are to make sense of their experiences, value themselves whilst respecting others, appreciate difference and diversity and feel confident and informed British citizens.

RSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain and leave school equipped with skills they will need throughout their lives.

Our RSHE curriculum provides structured opportunities for class teachers and pupils to explore a wide range of social, moral, cultural and behavioural issues. At Slindon Church of England Primary School we believe that RSHE education cannot and should not exist in isolation; it must be part of a whole school approach.

3. Statutory requirements

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. Where we teach about changing bodies, puberty and human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex

and Health Education statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

4. Implementation

4.1 What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of RSHE, including health education, see the attached Long Term Plan.

4.2 How we teach it

Weekly RSHE lessons are taught by Ms Poulton, a specialist teacher, in each class.

Teaching is taught in mixed gender groups. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Inclusion

All children will be given suitable learning challenges responding to their diverse learning needs. Special provision or extra help will be given to children who need it at both ends of the learning spectrum. Further details are available in the Special Educational Needs Policy.

All children will be given equal value with regard to ethnicity, gender and cultural background. Further details are available in the Equal Opportunities Policy.

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

A questions box will be available for pupils to ask anonymous questions.

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

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life

including assemblies, school council, whole-school events, and activities in the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school.

At Slindon CE Primary School we have developed a bespoke curriculum using the Education for Safeguarding (E4S) curriculum builder and through consultation with parents, pupils, staff and governors. Each half term is dedicated to following a core theme and within that theme specific skills are taught and covered. This approach has been devised in such a way that the learning skills for each year group are progressive and age appropriate. Aspects of RSHE will also be covered within other subject teaching like science and computing, and on special days and weeks. For instance; we celebrate diversity and engage in learning during Black History Month and LGBTQ+ month, Mental Health Awareness Week and Refugee Week.

RSHE is assessed termly in line with our Foundation Subjects Assessment procedure. Knowledge Organisers are provided for each unit of work and include the key learning objectives. Each week the children are assessed on the key learning objectives; we use regular retrieval practice at the beginning of each lesson, written work, discussion and pupil voice to make an accurate teacher assessment of each pupil's progress.

Children's progress in RSHE will be reported to parents during parent's evening and in the end of year report.

5. Roles and responsibilities

5.1 The governing board

Elaine Foakes, as the governor responsible for monitoring RSHE, along with the governing body will approve the RSHE policy and hold the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils and cohorts

5.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

6. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE lead teacher Rachel Poulton through:

Planning scrutiny, work scrutiny, analysis of foundation assessment data, consultation with pupils and staff.

This policy will be reviewed by Rachel Poulton RSHE/RSE lead teacher each year. At every review, the policy will be approved by the Headteacher and Elaine Foakes, lead governor for RSHE/RSE.

7. Links with other policies

This policy links to the following policies and procedures:

Relationship and Sex Education Policy

Special Educational Needs and Disabilities Policy

Science Policy

Collective Worship Policy

Equal Opportunities Policy

Behaviour Policy

Safeguarding Policy

RSHE Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development
Hazel Cycle A	Yr. 1 Emotions: How do I feel today?	Yr.1 Communities: Who am I? Who are you? Healthy relationships: Who is in my family?	Yr.1 Healthy relationships: What makes a good friend?	Yr.1 Power in relationships: When do I feel safe?	Yr. 1 Media influence: How do I decide what to do online? Our online lives: What should I do if I feel unsafe online?	Yr.1 Physical health: How can I look after my body? Staying safe and healthy: How can I look after my body?
Hazel Cycle B	Yr.2 Emotions: What helps me to be happy?	Yr. 2 Communities: Who is in my community? Healthy relationships: How can we stop bullying?	Yr.2 Healthy relationships: What does a family look like? Power in relationships: Should I keep secrets?	Yr. 2 Media influence: Is everything I see online true?	Yr.2 Our online lives: Who should I talk to online?	Yr.2 Physical health: How do I eat a balanced diet? Risky substances: How do I stay safe at home? Staying safe and healthy: How can I take responsibility for my health?

Acorns Cycle A	Yr.3 Emotions: How can I manage my emotions? Power in relationships: Who does my body belong to?	Yr.3 Communities: What does it mean to be British?	Yr. 3 Healthy relationships: How can I help my family? Are friendships ever perfect?	Yr. 3 Media influence: How do I keep myself safe online?	Yr.3 Our online lives: How can I be kind and happy online?	Yr. 4 Puberty: How will I change as I grow?
Acorns Cycle B	Yr.4 Emotions: How can we add to our emotions toolkit?	Yr.4 Communities: How are we all different? Healthy relationships: Do all families look the same?	Yr. 4 Healthy relationships: Are all friends the same? Power in relationship: What does a healthy relationship feel like?	Yr. 4 Physical health: What makes a balanced lifestyle? Staying safe and healthy: How do I avoid getting ill?	Yr. 4 Media influence: What is fake news? Our online lives: How do I decide who to trust?	Yr.3 Physical health: How can I get active and eat well every day? Staying safe and healthy: How can I stay safe while out and about?
Chestnut Cycle A	Yr.5 Emotions: How can we manage challenges?	Yr. 5 Communities: How can we ensure fairness and respect for women and girls?	Yr. 5 Healthy relationships: Is there such thing as a perfect family? Healthy relationships: How can I be a great friend?	Yr. 5 Physical health Is it hard to be healthy?	Yr. 5 Media influence: Who decides what I experience in the online world? Our online lives: How do I thrive online?	Yr.6 Healthy relationships: Ho can we live in harmony? Puberty: What happens during adolescence? CBBC Operation Ouch Puberty Special How is a baby made? (Linked to Science Curriculum)

Chestnut Cycle B	Yr. 6 <u>Emotions:</u> <u>How can we manage our emotions through periods of change?</u>	Yr.6 <u>Communities:</u> <u>How can we show respect to people of different races and cultures?</u>	Yr. 6 <u>Healthy relationships:</u> <u>How can we have healthy boundaries?</u> <u>Power in relationships:</u> <u>What are my boundaries?</u>	Yr. 6 <u>Physical health: How do I plan a healthy week?</u> <u>Risky substances:</u> <u>Why do people use alcohol and drugs?'</u> <u>Staying safe and healthy:</u> <u>How can I save a life?</u>	Yr.6 <u>Media influence:</u> <u>How do I decide what is true online?</u> <u>Our online lives: What should I share online?</u>	Yr. 5 <u>Risky substances:</u> <u>Why do people get addicted?</u> <u>Staying safe and healthy:</u> <u>How can I avoid harm?</u>
-----------------------------	---	--	--	---	--	---