BADSLEY PRIMARY SCHOOL

RHSE Policy

Policy Date	**July 2026**	**Review Date**	**September 2027**
GB Responsible	**Full GB**	**Written by**	**E. Blore**
Approved	**11.07.26**	**Website**	**Yes**

Growing Together; Aiming High

Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.
Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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1. Curriculum intent, aims and drivers

Curriculum intent

Relationships, Health and Sex Education (RHSE) is about empowering children with the knowledge to make informed decisions about their well-being, health and relationships. RHSE is about understanding the importance of stable, loving, healthy and respectful relationships and the value of these relationship qualities within family life and wider society.

At Badsley Primary School, RHSE is taught at an age-appropriate and developmentally appropriate level, sensitively and inclusively with respect to the backgrounds and beliefs of all. Loving and caring aspects of relationships of all kinds are emphasised and we would share individual issues raised with parents and carers as they arise.

This policy is compliant with the following guidance:

- DfE 'Relationships Education, Relationships and Sex Education (RHSE) and Health Education statutory guidance (July 2025)
- DfE 'Science programmes of study: key stages 1 and 2' (2014)
- DfE 'Statutory Framework for the Early Years Foundation Stage' (2021)

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

Aims

Following guidance produced by the DfE (2025) Badsley Primary school ensures that Relationships, Health and Sex Education is carefully designed to safeguard and support all pupils. As a school we are clear on the themes and issues it should cover and that it is age-appropriate; building knowledge and life skills over time in a way that prepares individuals for issues they will soon face including:

- different types of relationships, including friendships, family relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent
- how relationships may affect health and wellbeing, including mental health
- To understand the function of body parts and correct terms for these parts

- To help young people move with confidence from childhood to adolescence and beyond
- To develop confidence in discussing relationships including the development of positive attitudes towards self and others with differing views
- To recognise the value of family life and stable, loving and respectful relationships as key building blocks to community and society
- To learn the value of respect, care and self esteem
- To provide opportunities to explore issues relating to emotional, physical and moral development in a safe and secure environment
- To gain a biological understanding of reproduction
- To enable pupils/students to effectively communicate about issues associated with relationships, including intimate relationships
- To understand the responsibilities of safe relationships

Ultimate End Goal

Children will leave Badsley Primary School prepared for life in modern Britain. They will understand the rule of law, individual liberty, democracy and tolerance and respect for all others and themselves. They will celebrate uniqueness and be proud of themselves as individuals. Most of all they will have learnt to always be themselves and be proud of who they are.

Curriculum Drivers

Our curriculum is built on our Key Drivers:

- ***Oracy***
- ***Aspiration***
- ***Equality and Diversity***
- ***Experience***
- ***Curiosity and Discovery***

To ensure our curriculum offers enrichment, these drivers underpin everything we do in all areas of school life. These form the foundations of our curriculum and are threads throughout our teaching including the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and the teaching of British Values.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Our RHSE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Alternative Provision (statutory guidance) Alternative provision - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK (www.gov.uk)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. pshe-association-programme-of-study-2026-map.pdf

3. Roles and responsibilities

The RHSE lead is E.Blore. They are responsible for ensuring the policy is up to date and reviewed. The PSHE subject team meet regularly to discuss statutory RHSE updates and to ensure that the staff team are kept up to date.

The governing body, curriculum strategic lead (S.Hawkins) and headteacher (M.Windle) ensure that the policy is in place, up to date, reviewed and being adhered to in school.

All teaching staff are responsible for delivering the content outlined in this policy.

3. Organisation and Planning

At Badsley Primary School, the **Jigsaw** scheme of work is used to deliver statutory Relationships and Health Education. This is adapted by class teachers to ensure that learning is both age and developmentally appropriate for all children, including those with special educational needs. In addition, outside agencies and professionals are invited into school to lead assemblies and workshops with classes/groups of children.

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum and will help children learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Badsley Primary School we allocate one session per week to PSHE in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes. The PSHE lead supports with teaching and learning where possible when requested by class teachers. This enables them to have the confidence to teach PSHE themes in future.

Relationships and Health Education: Statutory Content

Relationships Education
Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.

- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education
Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:
- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE
The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to

recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.

- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Sex Education

Sex education is not compulsory in primary schools, at Badsley Primary School we have made the decision **not** to teach sex education.

We teach about human reproduction within our Science curriculum, in line with the National Curriculum Science requirements that children learn about life cycles and how mammals reproduce. Because this is taught as part of the statutory Science curriculum, parents do not have the right to withdraw children from this content. We ensure this learning is delivered in a factual, scientific manner and is age-appropriate.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

It is acknowledged that as Relationships, Health and Sex Education deals with some sensitive issues, the following points are important:

- Clear ground rules will be established prior to discussions in RHSE sessions to ensure that appropriate boundaries are set and that no pupil feels embarrassed or uncomfortable about the topics being discussed.
- Correct terminology should be used when naming body parts, whilst recognising that there are ‘pet’ or ‘family’ words that may be used at home. Badsley Primary School promotes the NSPCC ‘PANTS’ rule which is shared with parents/carers and children. Our school uses the terminology ‘private parts’ to refer to any body part covered by underwear or swimwear. This is universal language used throughout the school. However, the correct terminology for body parts covered by underwear will be used during science and puberty sessions.
- Other issues may arise. Appropriate questions will be answered honestly and openly. Whether this is within a class or on an individual basis will be dependent on the situation. Questions will always be answered sensitively and, where appropriate, PSHE team support will be provided. Some questions may need to be answered at a later date due to staff needing to seek support from colleagues or to research a subject; if this is the case then this will be discussed honestly with the children and they will be provided with a day and time when their question will be answered.

Badsley Primary school believes that the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff. RHSE is taught by classroom teachers, sometimes supported by classroom assistants /support staff and occasionally the school nurse or quality assured visiting speakers. 1:1 sessions will be provided for individual children as needed.

When external agencies are invited in to school to enhance the RHSE curriculum, the guidance 'Visitors Policy' is used to ensure the input meets the needs of the school and the children, is good practice and is also in line with this RHSE policy.

It is recognised that some staff may find it uncomfortable, and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, training or team teaching.

Training for those delivering this area of work is offered via the Rotherham Healthy Schools Team, and staff will be given the opportunity to access it where appropriate.

Parents and governors are welcome to view the Scheme of Work and any resources used and to discuss their use with the teaching staff.

Resources

A range of teaching resources will be used to enhance children's learning experiences and encourage active participation. This includes the use of resourcing websites, case studies, research, videos, small group discussion and, where appropriate, guest speakers, outside agencies and workshops. Teaching staff will use the Jigsaw scheme of work as a guide when preparing both age and developmentally appropriate resources that are high quality and reflect society in modern Britain.

Parental rights

At Badsley Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Mrs E Blore through class dojo or by contacting the school office.

Information is shared with new parents/carers to school in September. Parents are invited to attend a consultation about statutory RHSE and their feedback is welcomed and appreciated. Parents and Carers can request to discuss lessons with class teachers, the PSHE

lead and SLT, they are also welcomed into school to discuss concerns, share thoughts and to view resources.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in the school's SEND policy.

6. Monitoring Arrangements

Relationships, Health and Sex Education is monitored by the PSHE team through lesson planning, learning walks, classroom observations, collection of pupil voice and work scrutiny. RHSE is also monitored with the strategic curriculum lead during internal deep dives. At Badsley Primary School, the PSHE team leader is Mrs E Blore.

Assessments are completed at the end of each puzzle piece in jigsaw using teacher judgement and a simple one, two or three tick method. One = very little understanding, Two = beginning to understand, three = full understanding and four = greater depth of understanding.

This policy will be reviewed as stated on the front of the policy by the Subject Lead in consultation with the Headteacher and Senior Leadership Team. At every review, the policy will be shared with the full governing board.

Professional Development

Every effort will be made to ensure that teaching staff delivering Relationships, Health and Sex Education have access to appropriate training; this may include input by the Rotherham School Improvement Team, internal training by the PSHE team or from the PHSE Association.

7. Links with other policies

- PSHE curriculum policy
- EYFS policy
- SEND policy
- Anti-bullying policy
- Behaviour policy
- Curriculum policy