



RSHE Policy

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Approval date:	01.09.2026
Next review date:	01.09.2027
Approval needed by:	Headteacher/LGB

Black Firs Primary School is part of The Learning Partnership.



Relationships and Sex Education (RSHE) and Health Education Policy

Overview and Aim

Based on guidance for the *DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education, July 2025*, the teaching of RSHE focuses on developing the knowledge and skills that form the foundation of positive relationships, helping children grow into respectful, caring individuals who understand how to keep themselves and others safe. It prepares pupils for more complex learning at secondary school by supporting emotional development, such as managing feelings within friendships. Teaching of the RSHE curriculum should recognise and positively represent a wide range of family structures and ensure that no child is stigmatised because of their home circumstances. The curriculum should also help pupils understand boundaries, privacy, and their rights over their bodies and personal information, enabling them to recognise risks, bullying and different forms of abuse, including online. Pupils will be taught how to seek help and report concerns, and teaching will emphasise that abuse is never the child's fault. All content will be age-appropriate, sensitive and delivered in a way that protects children without causing unnecessary alarm, with parents informed of any changes to the RSHE curriculum delivery.

The aim of RSHE is to:

- Provide pupils with the knowledge and skills to develop positive, respectful and healthy relationships, including friendships and family relationships.
- Promote kindness, respect, empathy and responsibility in interactions with others.
- Help pupils understand personal boundaries, privacy and consent, and the importance of respecting their own and others' bodies.
- Enable pupils to recognise unsafe situations, bullying or abuse, including online risks, and know how to report concerns and seek help.
- Ensure pupils understand and respect different family structures and backgrounds, promoting inclusion and equality.
- Support pupils' emotional wellbeing and personal development, preparing them for the social and emotional changes they will experience as they grow.

Delivery of RSHE Curriculum

Intent:

At our school, Relationships and Sex Education (RSHE) is delivered through the 1Decision Primary RSHE and PSHE scheme, ensuring a structured and progressive approach that meets the statutory requirements for Relationships and Health Education. Our intent is to equip pupils with the knowledge, skills and understanding they need to form positive relationships, respect themselves and others, and keep themselves safe and healthy. Through an age-appropriate curriculum, pupils learn about families and caring relationships, respectful friendships, personal boundaries, online safety, and the physical and emotional changes associated with growing up. By using the 1Decision curriculum, we prioritise the key statutory learning while ensuring pupils develop the confidence and vocabulary needed to navigate relationships and wellbeing throughout their lives.

Implementation:

RSHE is taught through the 1Decision Primary scheme which focuses on delivering the most essential statutory content while maintaining progression across year groups. Lessons are carefully sequenced to ensure that pupils revisit and build upon key concepts as they move through the school. Teaching covers areas including families and relationships, safety and the changing body, and aspects of health and wellbeing relevant to RSHE. Lessons use discussion, scenario-based learning and reflective activities to support pupils in developing understanding and empathy. Staff create a safe and inclusive environment where pupils feel comfortable asking questions and discussing sensitive topics in an age-appropriate way.

Impact:

Through the delivery of the 1Decision RSHE curriculum, pupils develop a secure understanding of healthy relationships, respect, personal safety and emotional wellbeing. Pupils can recognise different types of relationships, understand the importance of kindness and respect, and identify ways to keep themselves safe both offline and online. They develop the vocabulary and confidence to talk about their feelings and seek help when needed. The curriculum supports pupils in preparing for the changes they will experience as they grow and helps them develop the knowledge and attitudes needed to build positive relationships now and in the future.

We also follow the guidance material in the national curriculum scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. These cross curricular experiences help to contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE in this school.

As part of RSHE, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Knowledge Progression: Learning Objectives

Year 1

Learning area	Learning objectives
Keeping/Staying Safe	Form a basic understanding of how to stay safe; recognise safe and unsafe situations; begin to understand risks and how to seek help.
Keeping/Staying Healthy	Build an understanding of healthy choices and habits; recognise the importance of healthy eating, hygiene, exercise and sleep.
Relationships / Growing & Changing	Begin to understand positive relationships; recognise feelings; understand what makes a good friend and how to care for others.
Being Responsible	Begin to understand responsibility in everyday situations; recognise responsible and irresponsible actions.
Feelings & Emotions	Build an understanding of feelings and emotions; recognise and name different feelings; begin to develop ways of expressing feelings appropriately.
Computer / Online Safety	Form a basic understanding of safe technology use; recognise simple online safety rules; understand that technology should be used responsibly.
Our World / Working World	Develop an early understanding of family life and the world around us; explore fairness, choice and how groups make decisions together.
A World Without Judgement	Develop an understanding of fairness and democracy; recognise that everyone has a voice and that people may have different views.
Fire Safety / First Aid	Begin to understand emergency services and staying safe; recognise when help is needed and how to seek help.

Year 2

Learning area	Learning objectives
Keeping/Staying Safe	Develop awareness of risks and personal responsibility; recognise potentially unsafe situations and consider how to respond.
Keeping/Staying Healthy	Explore everyday choices that support health; understand how food, exercise, hygiene and other habits affect wellbeing.
Relationships / Growing & Changing	Recognise feelings and show empathy for others; develop understanding of friendships, kindness and respectful relationships.
Being Responsible	Recognise responsible and irresponsible choices; understand how actions can affect ourselves and other people.
Feelings & Emotions	Recognise a range of emotions and their effects; develop strategies for managing uncomfortable or difficult feelings.
Computer / Online Safety	Develop awareness of responsible technology use; recognise online risks and understand how online activity can affect others.
Our World / Working World	Develop awareness of caring for living things; understand ways to look after the environment; begin to develop an understanding of money and jobs.
A World Without Judgement	Recognise individual liberty and the rule of law; understand that people have rights, responsibilities and different choices.
Fire Safety / First Aid	Recognise responsibility and safe choices; understand basic fire safety and how to respond appropriately in an emergency.

Year 3

Learning area	Learning objectives
Keeping/Staying Safe	Identify hazards and warning signs; recognise risks and consider appropriate actions to stay safe.
Keeping/Staying Healthy	Recognise routines and behaviours that support physical and mental wellbeing; understand the importance of maintaining healthy habits.
Relationships / Growing & Changing	Explore personal boundaries and respect for others; understand how behaviour can affect relationships.
Being Responsible	Identify responsible behaviours and their impact on others; understand how choices and actions can have consequences.
Feelings & Emotions	Identify emotions and ways to manage them; recognise triggers and develop strategies for coping with difficult feelings.

Learning area	Learning objectives
Computer / Online Safety	Recognise online risks and safe choices; understand the importance of protecting personal information and behaving responsibly online.
Our World / Working World	Recognise how people help care for the environment; explore reducing, reusing and recycling and how individual choices can make a difference.
A World Without Judgement	Identify the importance of tolerance and respect; recognise and value differences between people.
Fire Safety / First Aid	Identify risks and understand how actions can affect others; begin to understand appropriate responses to accidents and emergencies.

Year 4

Learning area	Learning objectives
Keeping/Staying Safe	Apply strategies to stay safe and consider consequences; understand how to assess and manage risks in different situations.
Keeping/Staying Healthy	Apply knowledge to maintain a healthy lifestyle; understand factors that can influence physical and mental health.
Relationships / Growing & Changing	Learn about healthy and unhealthy relationships; recognise respectful behaviour, boundaries and signs that a relationship may be harmful.
Being Responsible	Understand responsibility in different situations; recognise how responsibilities can change as children become more independent.
Feelings & Emotions	Understand more complex emotions and responses; develop strategies for managing worries, anger and other strong emotions.
Computer / Online Safety	Understand respectful online behaviour and cyberbullying; recognise how online actions can affect others and know how to seek help.
Our World / Working World	Understand roles and responsibilities in family and community life; recognise the skills people use in different jobs.
A World Without Judgement	Explore how judgement and discrimination can affect others; develop greater understanding of equality, diversity and inclusion.
Fire Safety / First Aid	Understand basic first aid and how to seek help; recognise appropriate responses to common accidents and emergencies.

Year 5

Learning area	Learning objectives
Keeping/Staying Safe	Manage influence and peer pressure; recognise situations where others may influence decisions and develop strategies for making safe choices.
Keeping/Staying Healthy	Respond to influences that affect health choices; understand how external factors, habits and pressures can influence wellbeing.
Relationships / Growing & Changing	Identify changes that puberty and growing up can bring; understand emotional and physical changes and how to manage them appropriately.
Being Responsible	Consider how personal choices can affect others; develop greater independence and understand responsibilities at home, school and in the wider community.
Feelings & Emotions	Manage strong emotions and recognise triggers; develop resilience and strategies for maintaining emotional wellbeing.
Computer / Online Safety	Manage pressures and influences online; recognise risks associated with social media, online communication and digital technology.
Our World / Working World	Explore future careers, money and enterprise; understand how people earn and manage money and consider skills needed for different careers.
A World Without Judgement	Further explore diversity, inclusion and acceptance; understand how prejudice and discrimination can affect individuals and communities.
Fire Safety / First Aid	Explore first-aid responses in a range of situations; develop confidence in recognising emergencies and taking appropriate action.

Year 6

Learning area	Learning objectives
Keeping/Staying Safe	Evaluate risks and make responsible decisions; apply knowledge and strategies to increasingly complex safety situations.
Keeping/Staying Healthy	Evaluate health risks and make positive lifestyle decisions; understand how choices can affect long-term physical and mental wellbeing.
Relationships / Growing & Changing	Evaluate relationships and make respectful choices; understand healthy relationships, boundaries and how to seek support when needed.
Being Responsible	Evaluate responsibilities and make informed decisions; understand increasing independence and the consequences of personal choices.
Feelings & Emotions	Reflect on emotional responses and manage personal wellbeing; use appropriate strategies to cope with challenges and change.

Learning area	Learning objectives
Computer / Online Safety	Evaluate online risks and make responsible digital choices; understand how to manage online pressure, privacy and digital relationships.
Our World / Working World	Evaluate financial choices and future responsibilities; understand spending, saving, online purchases, work and future opportunities.
A World Without Judgement	Evaluate British values and community cohesion; understand diversity, equality, tolerance, respect and the impact of discrimination.
Fire Safety / First Aid	Evaluate situations and confidently share first-aid knowledge; respond appropriately to emergencies and know when and how to seek professional help

Answering Difficult Questions

Prior to starting any education with children about RSHE, all teaching staff involved will establish a set of ground rules which everyone will follow.

- If a question is too personal, teaching staff will remind the child about the ground rules.
- If a child needs further support, they will be referred to the relevant adult - starting with their class teacher, parent/guardian where appropriate, school nuRSHE, Headteacher or an external agency (authorised by the Headteacher and Local Authority).
- If a question is felt to be too explicit, it will be acknowledged and the teaching staff will meet the child who has asked the question later with another member of staff and parent/guardian. The Headteacher will be notified on the meeting.
- If the answer to a question is not known the teaching staff should not provide opinions.
- Any concern about sexual abuse will be followed up under the safeguarding child protection procedures – notifying and recording the incident immediately to the designated safeguarding lead or deputy.

Parental Involvement

All parents will be notified and asked for their consent prior to any unit that is taught about RSHE. Parents will be informed of how long this unit of work will take and it is the parents' responsibility to ensure that their child attends all sessions of the unit. Parents are invited to a drop-in session to view examples of lesson plans, lesson PowerPoints and to view the current RSHE policy if they wish. Lesson plans are available to view on request. We wish to

build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. We therefore will:

- inform parents about the school's sex education policy and practice;
- make the scheme of work available on the school website;
- provide lesson plans upon request from parents/carers;
- notify parents of any external visitors who may be teaching or discussing RSHE;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

Parents have the right to withdraw their child from the sex education part of the RSHE programme only but all children must complete the health and relationships education part as outlined by the DfE. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the class teacher and Headteacher, making it clear which aspects of the programme they do not wish their child to participate in, stating a reason why for this decision. If this situation arises the Headteacher should be notified and the parents invited in to explore the concerns that s/he has about the RSHE unit been taught, and to discuss the impact that being withdrawn from these lessons will have on the child. Parents must provide a written acknowledgement that it is their decision to withdraw their child from these sessions.

Visitors

The majority of RSHE lessons are taught by the class teacher. However, if staff feel it is appropriate, external agencies may be used to team teach and deliver the RSHE curriculum, including members of the Local Health Authority, school nuRSHE and other health professionals.

Confidentiality

All staff who are involved in the teaching of RSHE will work within the child protection guidelines and make a clear statement that while they will listen to any questions or concerns that every child has, they cannot guarantee a child absolute confidentiality. Teachers will conduct RSHE lessons in a sensitive manner and in relevant confidence. Confidences may be shared among the staff of the school if a member of staff feels that this will help them to deal with an issue that arises which, as a result will be of benefit to the wellbeing of the child involved. Any confidences must first be shared with the headteacher. Any concerns, or if a child indicates that they may be at risk, must immediately be recorded

and shared with the designated safeguarding lead and Headteacher, in line with the safeguarding and child protection policy.