

RSHE Policy at Hillsborough Primary School

(Relationships and Health)

Definitions:

RSHE: Relationship, Sex and Health Education

PSHE: Personal, Social, Health and Economic education

British Values: Fundamental principles defined by the Government: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance

Protected Characteristics: The nine personal attributes protected under the UK Equality Act 2010 (Age, Disability, Gender reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Sex and Sexual Orientation)

EDI: Equity, Diversity and Inclusion

Introduction:

RSHE is a statutory requirement for all primary schools, as set out in the **Department for Education's Relationships Education, Relationships and Sex Education and Health Education (2019)** guidance.

At Hillsborough Primary School, Relationships and Health Education (RSHE) is a core part of our Personal, Social, Health and Economic (PSHE) curriculum. We intentionally refer to this area of learning as *Relationships and Health Education* rather than *Relationships, Sex and Health Education*, as the only element relating to human reproduction is a single, optional Year 6 lesson on *how babies are made*. All other content focuses on friendships, families, health, consent, and personal safety.

Relationships and Health Education sits within a wider government RSHE framework that also includes online safety, personal safety, and broader aspects of health and wellbeing. At Hillsborough Primary School, these additional statutory elements are delivered through our wider PSHE curriculum rather than within the Relationships and Health unit alone. Topics such as physical health and fitness, healthy eating, sleep, drugs, alcohol, tobacco and vaping, personal safety, and basic first aid are taught through our PSHE units: Rights and Responsibilities; Identity, Society and Equity; Mental Health; Relationships and Health; Keeping Safe (including online safety); and Physical Health. Online safety is further reinforced through our Computing curriculum, ensuring children receive consistent, age-appropriate guidance across multiple subjects.

Yearly overview for PSHE Units

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Rights and Responsibilities	Identity, society and equity	Mental Health	RSHE	Keeping safe	Physical health

Our RSHE curriculum is designed to equip children with the knowledge, language, and confidence to build healthy relationships, understand their bodies, stay safe, and show respect and tolerance to others. It reflects our school values, British Values, safeguarding responsibilities, and the community our school is situated in.

Rationale and aims:

PSHE is central to our commitment to educating the whole child, not just their academic achievement. We believe that children learn best when they feel safe, valued, understood and confident, and our PSHE curriculum plays a vital role in creating this foundation.

Through RSHE, we help pupils to:

- build positive, respectful relationships
- develop empathy, kindness and tolerance
- understand their own emotions and those of others
- learn how to keep themselves healthy and safe
- develop the confidence to speak up, ask for help and make informed choices

Our curriculum reflects the diverse families, backgrounds and experiences within our school community and the wider world. By teaching children about family life, friendships, health, growing up and consent in an age-

appropriate and sensitive way, we equip them with the knowledge and skills they need to navigate relationships both now and in the future.

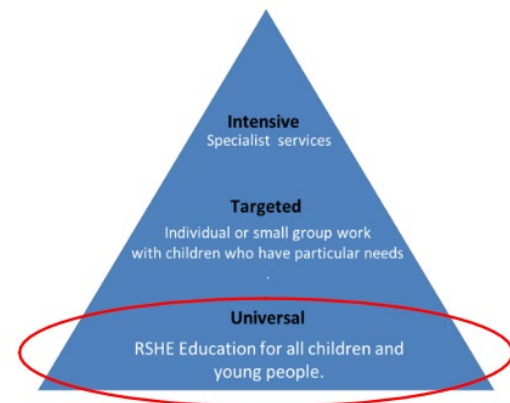
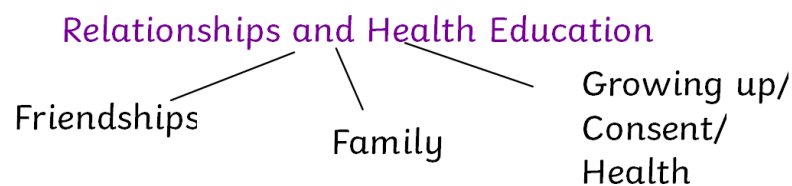
Adaptive, responsive and led by the children and our community.

Our PSHE curriculum is intentionally adaptive, responsive and continually evolving, shaped by the needs of our children and the wider community. The PSHE Lead reviews and adjusts the curriculum multiple times throughout the year in response to emerging trends. The Headteacher, SENDCO and PSHE Lead work collaboratively to monitor behaviour logs, and when patterns or spikes occur we respond swiftly through targeted teacher training, additional PSHE lessons for specific year groups, or individual interventions for pupils who need them. Children's voices directly influence curriculum decisions through our EDI Ambassadors, pupil feedback forms and reflections gathered during PSHE lessons. We also draw on community data, such as NHS Fingertips health trends and information from the local neighbourhood policing team, to ensure our curriculum reflects local realities.

Our RSHE curriculum forms part of our universal offer for all children, ensuring every pupil receives high-quality, preventative education that supports their wellbeing and personal development. When additional needs arise, the next level of support is targeted intervention delivered by our Inclusion Team, responding to individual or group trends. In a small number of cases, some children may require more specialist support from external agencies to ensure their wellbeing needs are fully met.

Our Relationships and Health Unit:

The RHE unit is split up into three strands:



Strand 1: Friendships and Relationships

This strand focuses on how children interact with peers and the wider community. It includes:

- What makes a good friend
- Managing friendship problems
- Recognising healthy vs unhealthy relationships
- Bullying, including prejudice-based bullying
- Stereotypes
- Racism and discrimination
- Manipulation and peer pressure
- Setting and respecting boundaries
- Understanding protected characteristics
- Tolerance and mutual respect

Children learn how to seek help, how to support others, and how to recognise when a relationship makes them feel uncomfortable or unsafe. This strand directly supports the **British Values of Mutual Respect and Tolerance**, teaching children to value differences, challenge discrimination, and build positive, respectful relationships with those around them.

Strand 2: Families

This strand helps children understand the people who care for them and the diversity of family life within their community and beyond. Children learn:

- Who is in their own family and why families are important
- That families should provide love, care and safety
- That families can look different (e.g., single-parent, blended, same-sex parents, adoptive, foster, young carers)
- That families may have different cultural, religious or traditional practices
- That no family is perfect, but all children have the right to feel safe

This strand reinforces the **British Values of Mutual Respect and Tolerance**, teaching children to value different family structures, challenge stereotypes, and show respect for the varied backgrounds and beliefs represented in modern Britain.

Strand 3: Health, Bodies and Consent

This strand supports children to understand their bodies, keep themselves healthy, and recognise their right to personal boundaries. It includes:

- Learning accurate names for body parts to support safeguarding
- Understanding that consent means permission
- Knowing they are in charge of their own body and can say no to unwanted touch
- Understanding consent in different contexts, including sharing images or personal information
- Learning about periods (Year 4), puberty (Year 5), and—optionally—how babies are made (Year 6)
- Developing good hygiene habits and understanding physical and emotional changes
- Recognising unsafe situations and knowing how to seek help

This strand supports the **British Values of Individual Liberty and Mutual Respect**, empowering children to make informed choices, understand their rights over their own bodies, and respect the boundaries and rights of others.

RSHE Overview:

The RSHE unit will be taught in Summer 1.

RSHE Overview document (focus on 2 strands: 1. relationships with friends, family and those around us. 2. Health/ growing up/ consent)					
Y1	Y2	Y3	Y4	Y5	Y6
Who is in your family? Who is special in my life? Who do I want to make a friendship with? What makes a good friend? How can I solve a friendship problem? How can we manage our emotions if a friendship breaks down? What is the PANTS rule?	Do families always stay the same? (Separation and stepparent introduced.) How should families treat each other? What makes a healthy friendship? What is bullying? How can we understand and respect similarities and differences between people? (Different ethnicities and physical differences) Who owns my body? I do! (consent)	What is a "normal" family? (Look at same-sex parents. Introduce adoption and fostering) Are families ever perfect? What can I do if a friendship is making me unhappy? Can a relationship be positive and negative? How can we fight bullying? What is consent?	How can our family traditions be different dependant on our religion? What are young careers? Are boys and girls the same? (gender fluidity, transgender + non-binary introduced) What is a period? How can I keep myself clean? How can we practice consent?	How can families be different culturally? Why do some people get married? (+ civil partnerships) How can I tolerate and be respectful to my friends for who they are? (Gender Identity and sexuality) How will my body change as I get older? (puberty) How can we voice our boundaries? (+ consent)	What is appropriate or inappropriate physical contact? What images should I share? What are protected characteristics? What is manipulation? How are babies made? (Parents can withdraw) NOTE: Ensure children fully understand puberty from y5-if not an extra lesson may be done. What is consent for a friendship and relationship?

Nursery	Reception (FS2)
<p>Relationships Children learn about kind hands, build confidence with new people, and play cooperatively with others. They practise solving simple conflicts, use persona dolls to explore feelings and solutions, and take turns using language like “my turn” and “your turn.”</p> <p>Families Children draw and talk about who is in their family, naming each member and their relationship (e.g., mum, brother, nana).</p> <p>Consent Using Pantosaurus and NSPCC <i>Talk PANTS</i> resources, children learn that privates are private, their body belongs to them, no means no, and that they should talk to an adult if a secret or situation makes them feel worried. They are encouraged to speak up and seek help from trusted adults. Body language: Privates, bottom</p>	<p>Relationships Children build respectful relationships by expressing their feelings and beginning to understand the feelings of others. They learn what “sorry” means and how to put things right when friendships break down. Adults model positive conflict resolution and explore the idea of “kind hands.” Peer massage is introduced to promote calm, consent-based touch.</p> <p>Families Children talk about who is in their family, name important people in their lives, and share family photos or drawings. Through stories and discussion, they learn that families can look different but all provide love and care.</p> <p>Consent Using Pantosaurus and NSPCC <i>Talk PANTS</i> resources, children learn that privates are private, their body belongs to them, and no means no. They explore the difference between safe and unsafe secrets and identify trusted adults they can talk to if they feel worried. Childline is introduced and posters are displayed to reinforce help-seeking. Body language: Privates, bottom</p>

SEND and adaptations:

Our RSHE curriculum is designed to be fully accessible to all pupils, including those with special educational needs or disabilities. Key vocabulary can be supported through Communication in Print, ensuring children have visual cues to aid understanding. Ask-it baskets are available in every classroom so that pupils who feel anxious about sharing ideas publicly can contribute privately using a post-it note. Some children may benefit from pre-teach sessions, additional adult support, or social stories, particularly for sensitive topics such as hygiene and puberty. Lessons are intentionally discussion-led with minimal writing, allowing all pupils to participate verbally; where writing is required, teachers can scribe for pupils to ensure their voice is captured on written ‘first thoughts’ and ‘final thoughts’ pages. The SENDCO and Inclusion Team work closely with teachers to adapt resources, provide targeted support and ensure every child can engage safely, confidently and meaningfully with the RSHE curriculum.

Parental involvement, consultation and right to withdraw.

Parents play an active role in shaping our RSHE curriculum. We have consulted with families, listened to their feedback, and incorporated their suggestions to ensure the curriculum reflects the needs and values of our community. One parent shared, *“I am so grateful you have this curriculum, in my culture it isn't talked about and it is so important the children are learning this,”* highlighting the importance of open, inclusive education.

Parents are informed by a letter ahead of teaching the RSHE unit. Parents may withdraw their child **only** from the optional Year 6 lesson on human reproduction (“how babies are made”); all other content is statutory and essential for safeguarding. We encourage parents to continue these conversations at home and offer resources on request to support them in discussing RSHE topics confidently with their children.

Process to withdraw:

1. Inform class teacher
2. PSHE Lead (Miss Harvey) will telephone or meet face to face to have an opportunity to discuss concerns or ask questions
3. If parents/ carers still wishes to withdraw, alternative arrangement will be made for the child during that lesson. Please note, that although we will ask the children not to talk about the content of the lesson outside of the classroom, this cannot be guaranteed.

Monitoring and review

Our RSHE curriculum is monitored and adapted continuously to ensure it remains relevant, inclusive and responsive to the needs of our pupils and community. Rather than an annual review cycle, the PSHE Lead evaluates the curriculum throughout the year, using trends in behaviour, safeguarding data and community information to inform updates. The PSHE Lead also conducts regular monitoring of teaching and provides ongoing staff training to ensure consistency and confidence across the school. Teachers are supported with clear planning documents, high-quality resources and guidance so that RSHE is delivered effectively and sensitively in every classroom. Governors are fully involved in the development and oversight of our RSHE curriculum, alongside parents and carers. we draw on

guidance from **Learn Sheffield**, whose materials have been developed in consultation with NHS professionals, parents, faith leaders, charities, young people, schools and Sheffield City Council.

Impact

The RSHE curriculum has a strong impact on both pupils and the wider community by promoting respect, equality and inclusion. Children learn to recognise and challenge discrimination, understand the Protected Characteristics, and value the diversity within their school and neighbourhood. This directly supports the British Values of Mutual Respect, Tolerance, Individual Liberty and the Rule of Law, helping pupils develop the confidence to make safe choices, set boundaries and seek help when needed. The curriculum strengthens safeguarding, improves relationships and contributes to a more cohesive, respectful community where all children feel seen, valued and supported.

Impact is monitored through:

- Teacher assessment
- Lesson observations
- Typicality walks
- Book looks completed with class teachers and/or children
- Pupil voice with children and our EDI ambassadors.
- Questionnaires with children
- Trends in behaviour logs (using CPOMS)

Roles and Responsibilities

Headteacher (Mrs Wileman): The Headteacher has overall responsibility for ensuring RSHE is delivered in line with statutory guidance and reflects the needs of our school community. They oversee policy implementation, ensure staff are appropriately trained, and work closely with the PSHE Lead, SENDCO and Inclusion Team to maintain high standards of safeguarding and inclusion.

PSHE Lead (Miss Harvey): The PSHE Lead coordinates the RSHE curriculum, ensuring it is well-sequenced, age-appropriate and responsive to trends within the school and wider community. They provide staff training, monitor teaching and learning, update planning and resources, and liaise with external partners such as Learn Sheffield. The PSHE Lead also works with the Inclusion Team to identify pupils who may need additional support.

Personal Development Lead (Mrs King) Mrs King oversees the wider Personal Development offer across the school, ensuring that PSHE, character education, enrichment and wider opportunities work together to support pupils' wellbeing, confidence and personal growth.

Class Teachers: Teachers are responsible for delivering high-quality RSHE lessons using the school's agreed planning and resources. They create a safe, respectful classroom environment, respond sensitively to pupils' questions, and raise any safeguarding or wellbeing concerns promptly. Teachers also adapt lessons where necessary to meet the needs of all learners, with support from the SENDCO and Inclusion Team.

SENDCO (Mrs Kay): The SENDCO ensures that pupils with SEND can access the RSHE curriculum meaningfully and safely. They advise staff on adaptations, support individual pupils who may need pre-teaching or follow-up work, and work closely with the PSHE Lead and Inclusion Team to identify additional needs or targeted interventions.

Inclusion Team: The Inclusion Team provides targeted support for pupils who may need additional help with emotional regulation, relationships, or safeguarding themes covered in RSHE. They deliver small-group or 1:1 interventions, liaise with families, and work with external agencies where specialist support is required.

Governors: Governors monitor the effectiveness of the RSHE curriculum, ensuring it meets statutory requirements and reflects the values of the school community. They review the RSHE policy, receive updates from the Headteacher and PSHE Lead, and ensure that parent and pupil voice inform ongoing development.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately. The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required. Staff should consider the timing of lessons to ensure that children can have the opportunity to report any concerns they may have either that day or the following day.