Wheelwright Lane Primary School

RSHE Policy 2026-2028

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1. Policy Overview

- This policy outlines our approach to **Relationships, Sex and Health Education (RSHE)** in light of the DfE's updated statutory guidance published July 2025, effective September 2026.
- RSHE supports pupil wellbeing, safeguarding, and the whole-school ethos of respect and resilience.
- Our school delivers RSHE through the **Jigsaw PSHE Curriculum**, which has been reviewed and updated to ensure age-appropriate content and clear links to the statutory RSHE guidance.
- RSHE will be taught in a way that is inclusive, respectful and appropriate to pupils' age, developmental stage and individual needs.

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2. Statutory Compliance & Governance

- We adhere to the revised DfE statutory guidance for RSHE, which replaces the 2019 guidance.
- Our RSHE policy will be reviewed annually, with the full curriculum transition completed by September 2026.
- The policy will be approved by the governing body and published on the school website, available free of charge.

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3. Guiding Principles

Our RSHE policy follows these seven key principles:

1. **Engagement with pupils** – incorporating pupil voice into curriculum design, monitoring and evaluation, ensuring that teaching reflects pupils' needs and experiences.
2. **Engagement with parents** – transparent consultation and clear information about content and materials.
3. **Positivity** – promoting healthy relationships, respect, self-respect and positive wellbeing while challenging stereotypes, bullying, prejudice and harmful behaviour.
4. **Careful sequencing** – building concepts progressively and equipping children before situations arise.
5. **Relevance and responsiveness** – tailoring to pupils' needs and local context.
6. **Skilled delivery** – delivered by trained staff or vetted external providers in a safe environment.
7. **Whole-school approach** – embedding RSHE across safeguarding, behaviour, online safety, wellbeing and the wider curriculum.

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4. Curriculum Content

Our RSHE is taught primarily through the **Jigsaw PSHE Curriculum**, ensuring progression and consistency across year groups, while reflecting local context and safeguarding needs.

Relationships Education (Key Stages 1 & 2):

- Families and caring relationships, including families that may look different from their own, such as single-parent families, adoptive families, blended families, families cared for by grandparents, and families with same-sex parents.
- Safeguarding and privacy: boundaries, personal rights over bodies and data.
- Respect, inclusion, emotional awareness, bullying and abuse recognition.
- Assertive communication, managing emotions & peer pressure (including online).

Health Education:

- Body awareness including correct names for body parts, growing-up changes and puberty.
- Personal safety in everyday contexts (roads, water, fire, rail).
- Mental wellbeing: understanding normal emotions vs. health issues; resilience, grief, bereavement, loneliness.
- Identifying trusted adults and understanding the importance of seeking help if a child feels unsafe, worried or concerned about themselves or others.
- Physical health and physical activity.
- Healthy eating, nutrition and maintaining a healthy relationship with food.
- Sleep and rest.
- Personal hygiene and dental health;
- Germs, infection and staying healthy.
- Vaccinations and immunisation.
- Sun safety, how to respond to emergency situations and basic first aid.

- Medicines and their safe use, including learning about drugs, alcohol, smoking, vaping and nicotine products.

Online safety:

- Educating pupils to be safe, responsible and respectful users of technology. This includes learning how to recognise and respond to risks such as scams, in-game purchases, harmful online challenges, manipulative content, and unsafe online communities.
- Pupils are taught how to protect personal information, report concerns, and seek trusted help when needed.
- Financial literacy: preventing exploitation and online financial harms.
- Educating pupils about AI-generated images and videos, the fact that images and videos online may not be real and the potential harms caused by manipulated content.
- Pupils are taught where to seek help if they are worried about something they have seen online.

Sex Education:

- At Wheelwright Lane Primary School, we define 'Sex Education' to mean ('human reproduction, conception, pregnancy and birth). Sex Education is part of our PSHE/RSE curriculum and we teach it through the Jigsaw 'Changing Me' topic.
- The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 pieces (lessons). Each year group will be taught appropriate to their age and developmental stage. This content will be taught by the class teachers. We will not teach beyond the remit of the year group. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.
- Please be aware that your child may ask you questions on what they have learnt. There are the Usborne series of growing up books (https://usborne.com/gb/books/series/growing-up) that you might find useful in supporting conversations with the children.
- In the Early Years Foundation Stage and Key Stage 1, the focus is on life cycles, valuing and respecting our bodies, understanding personal boundaries and learning the correct names for external body parts, including the vocabulary children may need to use when talking to a trusted adult, nurse, doctor or other professional. Teaching is designed to support children's understanding of their bodies, relationships and personal safety in an age-appropriate way.
- In Key Stage 2, there is a particular focus on the statutory Health Education aspects of puberty, including menstruation and the physical and emotional changes that occur as children grow and develop. This learning is taught progressively and in an age-appropriate manner to ensure that pupils feel prepared for the changes they may experience before puberty begins. Pupils are encouraged to ask questions and seek support from trusted adults at home and at school. Teaching also supports

safeguarding by helping children understand body autonomy, personal boundaries and where to access help and advice if needed.

- The table below only covers the lessons (pieces) that relate to human reproduction. The lessons (pieces) that parents are able to withdraw their children from are highlighted in red font.

Year group	***Piece (lesson) Number and Name***	***Learning Intentions relating Human Reproduction***
Age 9-10 ***Year 5***		
	Piece 4 Conception **Parents have the right to withdraw children from this session as it is classed as human reproduction.**	• I understand that sexual intercourse can lead to conception and that is how babies are usually made • I understand that sometimes people need help from doctors to have a baby
Age 10-11 Year 6		
	Piece 3 Babies – Conception to Birth **Parents have the right to withdraw children from this session as it is classed as human reproduction.**	• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby

- If you would like full access to the school lesson plans and teaching material, please contact the school directly where an appointment can be made for you to view these. If you would like to withdraw from this learning then please contact the school directly to discuss this further.

5. Parental Rights & Communication

- Parents have the right to request that their child be withdrawn from the non-statutory elements of Sex Education. These are the lessons that focus on human reproduction, conception, pregnancy and birth.
- Parents cannot withdraw their child from statutory Relationships Education or Health Education. This includes learning about puberty, menstruation, body changes, personal hygiene, emotional changes during adolescence and keeping safe.
- If parents choose to withdraw, they will be informed in advance and offered support to talk with their children.
- Any deviations from the policy or additional sensitive topics will involve proactive parent communication.
- Parents and carers will be informed in advance of the teaching of puberty and sex education and will be given opportunities to view curriculum materials and discuss content with school staff.

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6. Inclusion and SEND

- RSHE is adapted to be accessible for pupils with SEND, supporting understanding of relationships, safety, and wellbeing.
- Staff are mindful of increased vulnerabilities for SEND pupils and adapt teaching accordingly.
- Teachers will teach RSHE in accordance with the Equality Act 2010. Teaching will promote respect, dignity and inclusion, ensuring that all pupils feel represented, valued and supported.

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7. Staff Training & Delivery

- All staff delivering RSHE receive appropriate training and ongoing professional development to ensure they are confident in teaching the statutory curriculum, managing sensitive discussions, responding to safeguarding concerns and disclosures, and using age-appropriate distancing techniques to support pupils' wellbeing.
- Where external providers are used to enhance the RSHE curriculum, they are subject to the school's quality assurance and safeguarding procedures. The school retains full responsibility for the planning, delivery and content of RSHE, ensuring that all teaching is age-appropriate, accurate, inclusive and aligned with statutory guidance and the school's values.

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8. Monitoring and Evaluation

- The quality and effectiveness of RSHE are regularly monitored and evaluated through a range of measures, including pupil voice, staff feedback, lesson observations, curriculum reviews and assessment of learning outcomes. This process

enables the school to identify strengths, address areas for development and ensure that teaching remains relevant, engaging and effective.
- The RSHE curriculum is reviewed on an ongoing basis and adapted where necessary to reflect emerging safeguarding risks, statutory guidance, local and national priorities, and the evolving needs of pupils.

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9. Links with Other Policies, Approaches and Learning Behaviours

Our RSHE curriculum is embedded within our wider school ethos, policies, and approaches to behaviour and wellbeing.

- **Relationships Policy**: The principles of respect, empathy, and understanding underpinning RSHE are mirrored in our Relationships Policy. Pupils are encouraged to apply what they learn in RSHE to everyday interactions, fostering positive friendships and respectful communication.
- **Restorative Approach to Behaviour**: Restorative practices promote reflection, responsibility, and reconciliation when conflicts arise. RSHE supports this by equipping pupils with emotional literacy, problem-solving, and communication skills needed to engage meaningfully in restorative conversations.
- **Learning Behaviours**: RSHE is closely linked with our core learning behaviours of being:
    - **Collaborative** – developing teamwork and respectful communication.
    - **Resilient** – building emotional wellbeing and coping strategies.
    - **Determined** – encouraging positive, safe choices despite peer pressure.
    - **Brave** – enabling pupils to speak up, seek help, and stand against unsafe situations.
    - **Curious** – fostering safe, guided exploration of health, relationships, and the wider world.
- **Safeguarding and Child Protection Policy**: RSHE forms part of our preventative safeguarding education, helping pupils recognise risks, seek help, and stay safe in different contexts, including online.
- **Other Curriculum Links**: RSHE is enhanced through meaningful links with other areas of the curriculum, including Computing, where pupils learn about online safety, digital citizenship and responsible technology use; Science, where pupils develop their understanding of human development, growth and health; and Physical Education, which promotes physical health, emotional wellbeing and healthy lifestyles. These cross-curricular connections provide a coherent and holistic approach to learning, enabling pupils to make informed decisions, develop positive relationships and support their overall wellbeing.

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10. Glossary of Key Terms

- **Deepfakes** – images, videos or voices digitally altered using artificial intelligence to make them look or sound real, often used to mislead or cause harm.
- **AI Chatbots** – computer programs that use artificial intelligence to talk to people online. While many are safe, some can be misused to spread harmful content or encourage unsafe behaviour.
- **Online Challenges** – activities promoted on social media or gaming platforms that can sometimes be unsafe or encourage risky behaviour.
- **In-game Purchases** – buying extra items, upgrades, or content in online games, which can sometimes encourage children to spend money without realising the costs.
- **Unsafe Online Communities** – groups or forums that encourage unkind, unsafe, or harmful behaviours, such as bullying or unhealthy attitudes.
- **Scams** – dishonest tricks designed to steal money, personal details, or online accounts.

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11. Next Steps & Implementation Timeline

Timeframe	Action
2025–2026 Academic Year	Conduct curriculum audit, engage parents and pupils, train staff, adjust schemes of work and review policy. Ensure Jigsaw PSHE updates are fully embedded.
September 2026	Our RSHE policy is reviewed annually to ensure ongoing compliance with statutory guidance and to reflect the needs of our pupils and community.

Date: September 2026

Review: September 2028

Policy Holder: Mr J Dorman – RSHE lead