Wheelwright Lane Primary School

RSHE Policy

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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.

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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.
2. **Engagement with parents** – transparent consultation and clear information about content and materials.

3. **Positivity** – promoting healthy relationships, challenging stereotypes, and fostering respect.
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** – RSHE embedded across policies like safeguarding, behaviour, and online safety.

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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; diversity of family types.
- 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.
- Personal safety in everyday contexts (roads, water, fire, rail).
- Mental wellbeing: understanding normal emotions vs. health issues; resilience, grief, bereavement, loneliness.
- **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.

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5. Parental Rights & Communication

- Parents can request withdrawal from sex education content. 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.
- All RSHE materials and curriculum plans, including Jigsaw overviews, are accessible for parental review upon request.

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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.

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7. Staff Training & Delivery

- Staff receive training on new RSHE content, safeguarding, handling disclosures, delivering sensitive material, and using distancing techniques.
- External providers are carefully vetted, and the school remains responsible for content and safeguarding.

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8. Monitoring and Evaluation

- RSHE teaching is monitored through pupil feedback, observations, and evaluation of learning outcomes.
- Curriculum adjustments reflect emerging risks, pupil voice, and local context.

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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 also connects with Computing (online safety), Science (human development), and PE (health and wellbeing), providing a holistic and joined-up curriculum.

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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.
By September 2026	Full policy and curriculum aligned with updated statutory guidance.