

Wolverhampton Grammar School Junior and Infants

Relationships, Sex & Health Education (RSHE) Policy

Policy Statement

This policy sets out how the Junior and Infants delivers high-quality Relationships, Sex and Health Education (RSHE) as part of its wider Personal, Social, Health and Economic Education (PSHE) programme.

Our RSHE provision is designed to support pupils personal development, health, wellbeing, relationships and safety through an age-appropriate, inclusive, factual and safeguarding-focused curriculum. It reflects the school's values of respect, kindness, responsibility and integrity and recognises the important role of parents and carers in supporting children's learning and development.

Legislative and Statutory Framework

Our Relationships, Sex and Health Education (RSHE) provision is designed to meet the requirements that apply to independent schools and to provide pupils with an age-appropriate, inclusive and safeguarding-focused education.

From 1 September 2026, the school has regard to the Department for Education's revised statutory guidance on Relationships, Sex and Health Education (RSHE). The school also takes account of the Independent School Standards and other relevant statutory guidance and legislation.

The school distinguishes between the different elements of its RSHE and PSHE provision:

- **Relationships Education** is statutory for pupils in primary education and is taught as part of the school's RSHE programme.
- **Science** includes statutory teaching about human biology and reproduction, including the relevant content relating to puberty and human development. Parents do not have a right to withdraw their child from statutory science teaching.
- **Health and Wellbeing Education** is provided through the school's PSHE/RSHE curriculum and supports the school's responsibilities under the Independent School Standards. The school provides age-appropriate teaching about physical health, mental wellbeing, healthy lifestyles, safety and related aspects of personal development.
- **Sex Education beyond the statutory Science curriculum and Relationships Education** is non-statutory at primary level. Where the school provides additional sex education, this is clearly identified within the curriculum, taught in an age-appropriate and sensitive manner, and parents are informed of the content and have the right to request that their child is withdrawn from this additional provision.

The school also has regard to the following legislation, statutory guidance and regulatory requirements, where relevant to the school's status and provision:

- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- Children Act 1989 and 2004
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children

- SEND Code of Practice: 0 to 25 years
- Statutory framework for the Early Years Foundation Stage, where applicable
- National Curriculum programmes of study, including Science
- Relevant Department for Education guidance concerning relationships education, safeguarding, online safety and pupils' wellbeing.

This policy should be read alongside the school's safeguarding and child protection policy, PSHE policy, behaviour policy, anti-bullying policy, online safety policy, equality policy and SEND policy.

Where statutory guidance or legislation is amended, the school will review this policy and make any necessary changes to ensure that its RSHE provision remains appropriate and compliant.

Rationale and Ethos

Relationships, Sex and Health Education (RSHE) is an important part of pupils' personal development. It is a lifelong process through which they develop knowledge, understanding, skills and attitudes that support their health, wellbeing, safety and relationships.

In the Junior and Infants, RSHE is rooted in our school values of respect, kindness, responsibility and integrity. Our curriculum is designed to be age and developmentally appropriate, recognising that pupils develop at different rates and have different experiences, backgrounds and needs. Teaching provides the building blocks that pupils need to navigate relationships, health, wellbeing and safety as they grow, while preparing them appropriately for the next stage of their education.

RSHE contributes to pupils' wider personal development by helping them to:

- develop confidence and emotional literacy
- understand and express their feelings appropriately
- develop healthy and respectful friendships and relationships
- understand personal boundaries and bodily autonomy
- recognise safe and unsafe and know how to seek help
- develop positive attitudes towards their own health and wellbeing
- understand and respect differences between people and families
- develop resilience and make informed, responsible choices
- behave respectfully and responsibly both online and offline

We recognise the important role of parents and carers in supporting children's personal development and wellbeing. The school seeks to work in partnership with families, communicating openly about the RSHE curriculum and providing opportunities for parents and carers to understand and support their child's learning.

Our approach is based on the belief that effective RSHE should be factual, sensitive, inclusive, age-appropriate and safeguarding focused, while recognising and respecting the values, beliefs and backgrounds the children and families within our school community.

Curriculum Intent and Content

In the Junior and Infants, Relationship, Sex and Health Education is taught within a broader, carefully planned Personal, Social, Health, Economic education curriculum (PSHEE). It aims to gradually and appropriately prepare pupils for adult life, ensuring the development of personal skills needed by pupils if they are to establish and maintain relationships both now and in their future. The

curriculum is designed to ensure that pupils can make responsible and informed decisions about their own health and wellbeing, and relationships. The biological aspects of RSHE are taught within the Science curriculum, where there is no parental right to withdraw. RSHE is taught through weekly discrete lessons led by pupils' form tutors. These lessons follow a clear progression from EYFS to Year 6 and are supported by assemblies, circle time, enrichment activities and cross curricular links with subjects such as science, PE, computing and PSHE. Teachers use high quality, evidence-based resources that reflect diversity and promote inclusion.

Through high-quality teaching we aim to:

Develop healthy, respectful relationships: pupils learn how to build positive friendships, show kindness, manage conflict, understand boundaries and recognise the qualities of healthy relationships. They are taught to value respect, empathy and cooperation.

Promote emotional literacy and mental wellbeing: pupils develop the vocabulary to describe their feelings, strategies to manage emotions, and the confidence to seek help when needed. RSHE supports resilience, self-esteem and positive mental health.

Teach pupils how to stay safe: pupils learn how to recognise unsafe situations, understand personal boundaries, identify trusted adults, and respond appropriately to peer pressure or uncomfortable behaviour. Safety education includes online safety, digital wellbeing and recognising risks.

Prepare pupils for the physical and emotional changes of growing up: pupils receive age-appropriate teaching about puberty, body changes, personal hygiene and emotional development. This prepares them for adolescence in a supportive, factual and sensitive way.

Promote equality, inclusion and respect for diversity: pupils learn about different families, cultures and identities. RSHE challenges stereotypes, promotes fairness and ensures all pupils feel represented and valued.

Support pupils to make informed, healthy choices: pupils learn about healthy lifestyles, nutrition, exercise, sleep, screen time, and personal habits. They develop the ability to make responsible decisions that benefit their wellbeing.

Build digital awareness and responsible online behaviour: pupils understand how to stay safe online, protect their privacy, manage screen time, respond to cyberbullying and behave respectfully in digital spaces.

Strengthen safeguarding through preventative education: RSHE equips pupils with the knowledge and confidence to recognise concerns early, understand their rights, and know how to access support. It reinforces the school's safeguarding culture and statutory responsibilities.

Develop confident, articulate and thoughtful young citizens: pupils learn to express their views respectfully, listen to others, understand difference, and contribute positively to their community. RSHE supports their spiritual, moral, social and cultural development

Curriculum Design including Resource Materials

Our RSHE programme is an integral part of our whole school PSHE provision and supported by the statutory requirements as set out above. The curriculum model we use is based upon best practice as established by leading subject organisations including the PSHE Association and the scheme Cre8tive. Further detail of our curriculum can be viewed via the school website on our curriculum page.

Resources

A variety of resources are used, including-

- *Cre8tive- These resources provide a complete PSHE curriculum fully aligned to the DfE Statutory RSHE Guidance (September 2026))*
- *PSHE Association- This integrates the 2026 statutory RSHE guidance requirements and essential PSHE educational content*
- *NSPCC PANTS Talk delivered in age-appropriate sessions.*
- *Kapow: A nationally recognised Local Authority quality assured curriculum package which provides complete RSHE curriculum resources.*
- *Dog, Duck and Cat Trust, a regional charity providing comprehensive resources linked to safeguarding and RSHE themes, for under 7's.*
- *Ygamresources -
a variety of resources to support educational and prevention of gambling harms among young people.*

Teaching and Learning Approach

RSHE in the Junior and Infants is taught in an age-appropriate, factual and sensitive manner that supports pupils' safety, well-being and personal development. The curriculum equips pupils with the knowledge, understanding and skills they need to build positive relationships, respect themselves and others, recognise and respond to unsafe situations, and know where to seek help when needed. Pupils are encouraged to value kindness, respect, inclusion and empathy, while recognising that individuals and families may hold a range of personal, cultural and religious beliefs. Staff present information objectively and sensitively, using evidence-based, age-appropriate resources. Teaching does not seek to promote particular beliefs, lifestyles or personal viewpoints, but enables pupils to develop their understanding, think critically, ask appropriate questions and treat others with dignity. All RSHE teaching is underpinned by the school's safeguarding responsibilities, its commitment to equality and inclusion, and the values of Wolverhampton Grammar School. Our aim is to ensure that every pupil feels safe, respected and supported, and is well prepared for the next stage of their education and personal development.

In line with the guiding principles as set out in the RSHE statutory guidance, we will ensure a safe learning environment by following school policies. Staff will be trained in relation to developing a safe learning environment which includes safeguarding training, dealing with sensitive issues, confidentiality, agreed ground rules for a safe classroom environment that is shaped by students and by the use of distancing techniques from the personal experience of the staff and students. No student will be required to answer a question they are not comfortable with as this undermines the safe classroom experience; all students will be given the opportunity to raise questions anonymously through various methods. All staff are supported by pre-prepared resources and CPD in the delivery of resources and supported by internal and external staff including, but not limited to the PSHE Lead, Safeguarding Lead, SLT, LA Advisor, Public Health funded projects and resources.

During RSHE lessons and discussions, staff will establish clear ground rules in-conjunction with pupils. Wherever possible, lessons will be taught as a class with both male and female pupils present, *although some lessons may be taught into split gender groups where appropriate.*

Teaching staff will endeavour to answer questions as openly as possible, but if faced with a question that they do not feel comfortable answering within the classroom, provision would be made to meet the individual's needs. This could involve referring the pupil to their parent/carer, or to an established external organisation; it important for the child to make a choice that is correct for them without prejudice. The teacher may make a referral or to seek advice from the PSHE Coordinator, Headteacher or Safeguarding Team wherever appropriate in the circumstances.

Core Principles of a Safe RSHE Environment

- **Respectful classroom culture:** teachers model and promote kindness, empathy and respectful listening. Pupils understand that RSHE is a space where everyone's views are valued and where differences are celebrated.
- **Clear discussion norms and ground rules:** at the start of RSHE units, teachers agree ground rules with pupils, such as:
 - listening without judgement
 - using correct vocabulary
 - not sharing personal stories about others
 - respecting privacy
 - knowing when to seek helpThese norms ensure pupils feel safe to participate.
- **Age-appropriate, factual information:** content is delivered sensitively and at a level appropriate for primary pupils. Teachers use correct terminology and avoid unnecessary detail, ensuring clarity without causing confusion or anxiety.
- **Opportunities to ask questions safely:** pupils may ask questions verbally, in writing or privately. Teachers respond honestly, appropriately and without judgement. Where a question is not suitable for the whole class, teachers follow up individually.
- **Protection of pupil privacy:** pupils are reminded not to share personal experiences that identify themselves or others. Teachers avoid asking pupils to disclose personal information and ensure examples remain hypothetical.
- **Sensitive handling of disclosures:** if a pupil shares a concern, teachers respond calmly and follow safeguarding procedures. Pupils are reassured that they have done the right thing by speaking up.
- **Safe, inclusive representation:** lessons reflect diverse families, cultures and identities. This helps all pupils feel seen, respected and included, and prevents stigma or stereotyping.
- **Consistent safeguarding messaging:** pupils are regularly reminded of:
 - trusted adults
 - personal boundaries
 - their right to feel safe
 - how to seek helpThese messages reinforce the school's safeguarding culture.

Inclusion, Equality and SEND

Our RSHE curriculum is designed to be inclusive, equitable and accessible for all pupils. We recognise that children come from diverse families, cultures, backgrounds and experiences, and we ensure that RSHE reflects and celebrates this diversity. We are committed to delivering RSHE in a way that meets the needs of every learner, including pupils with SEND, those who may be vulnerable, and those who require additional support.

Teaching materials include examples of different family structures, cultural backgrounds, gender identities, and lived experiences. This helps pupils understand and respect difference, reduces stigma, and supports the development of empathy and social awareness.

RSHE is adapted to meet the needs of pupils with SEND through:

- Differentiated resources and simplified texts
- Visual supports, social stories and sequencing cards
- Pre-teaching of vocabulary and concepts
- Additional adult support during sensitive discussions
- Small-group or individual reinforcement where appropriate

Adaptations ensure pupils can access content safely, confidently and meaningfully.

Safeguarding and Child Protection

Safeguarding is central to our RSHE curriculum. RSHE provides pupils with the knowledge, skills and confidence to recognise unsafe situations, understand their rights, and seek help when they feel worried. It forms a core part of our preventative safeguarding approach and supports the school's statutory duties under Keeping Children Safe in Education, 2026.

RSHE teaches pupils how to identify risks, set personal boundaries, and understand the difference between safe and unsafe behaviour. Lessons help pupils recognise early warning signs, manage peer pressure, and know how to respond if they feel uncomfortable or unsafe. Preventative education is woven throughout the curriculum from EYFS to Year 6.

Pupils are taught who the trusted adults are in school and how to approach them with concerns. They learn that they have the right to feel safe, to say "no", and to ask for help. This messaging is reinforced regularly through RSHE, assemblies and whole-school safeguarding practice.

In line with the 2026 RSHE updates, pupils learn about personal boundaries, bodily autonomy and consent foundations in an age-appropriate way. They are taught that their body belongs to them, that they can refuse unwanted touch, and that respecting others' boundaries is essential for healthy relationships.

Digital safeguarding is a strengthened strand of RSHE. Pupils learn how to stay safe online, protect their privacy, manage screen time, recognise cyberbullying, and report concerns. They are taught to be critical of online content and to understand the long-term impact of digital behaviour.

Teachers deliver sensitive content calmly, factually and without judgement. Ground rules are established to protect pupils' privacy and ensure respectful discussion. Staff avoid asking pupils to share personal experiences and use hypothetical scenarios instead.

If a pupil shares a concern or makes a disclosure during RSHE, staff follow the school's safeguarding procedures immediately. Disclosures are handled sensitively, and pupils are reassured that they have done the right thing by speaking up. All concerns are passed to the Designated Safeguarding Lead without delay.

Engaging Stakeholders (including Parents, Carers and Pupils)

The school recognises that effective RSHE is strengthened through positive partnerships between pupils, parents and carers, staff and the wider school community. We are committed to delivering RSHE transparently and sensitively, while ensuring that the curriculum reflects the needs and experiences of our pupils.

Parents and carers are kept informed about the RSHE curriculum and are provided with clear information about what is taught in each year group. Curriculum information is shared annually, and parents are notified of significant changes to the curriculum or its delivery. Parents are able to access the curriculum content and lesson information from Reception through to Year 6 through the school's Firefly curriculum page.

The school also provides information and guidance to support parents in continuing conversations at home. This includes guidance relating to the three main PSHE themes, suggested parent-child conversation starters, recommended books and other resources. Parents are encouraged to contact the school with any questions, concerns or feedback about the RSHE curriculum.

The RSHE and PSHE policies are available to parents through the school's Firefly curriculum page. Parents may also request access to RSHE teaching materials, in accordance with the school's policy and copyright requirements.

Where sensitive or developmental content is planned, including puberty and any additional Sex Education, parents are given appropriate information in advance. Prior to the teaching of additional Sex Education, parents are invited into school to view the resources that will be used and to understand the format and content of the lessons. This provides an opportunity to ask questions and discuss any concerns with staff.

The school values pupil voice as an important part of curriculum development. Pupils are given opportunities to contribute their views through class discussions, reflection activities, the annual HRBS and half-termly wellbeing quizzes. Pupil feedback helps the school identify areas of interest, concerns or emerging issues and, where appropriate, informs future curriculum planning.

The school recognises that children's experiences and the wider world continue to change. The RSHE curriculum is therefore reviewed regularly to ensure that it remains relevant, age-appropriate and responsive to pupils' needs, while maintaining clear links with safeguarding, wellbeing and the school's wider curriculum.

The school welcomes constructive feedback from parents, carers and pupils and will consider this as part of its ongoing review and development of RSHE provision.

Parental Consultation Process

WGS Junior and Infants has undertaken parental consultation in line with the statutory guidance as identified here;

Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children. Listening and responding to the views of pupils and parents helps to ensure that RSHE meets pupils' needs and that topics are taught at the right time to support children to build

positive relationships and avoid harms before they occur. Schools must provide a copy of their policy free of charge to anyone who asks for one and publish the policy on the school website. Schools may need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

The school is committed to keeping parents and carers informed about the RSHE curriculum and any changes made to its content or delivery.

Parents are informed when changes are made to the curriculum and are provided with access to the updated curriculum content, including the lessons and learning objectives from Reception through to Year 6. This enables parents to understand what their child will be taught at each stage of their education.

The school's curriculum firefly page also provides guidance and support for parents across the three main PSHE themes. This includes suggested parent-child conversation starters, recommended books and other resources to help parents continue discussions and reinforce learning at home.

Parents and carers are encouraged to contact the school if they have any questions or concerns about the curriculum or the way in which RSHE is taught. The RSHE and PSHE policies are also available to parents through Firefly.

Prior to the teaching of any additional sex education, parents are invited into school to view the resources that will be used and to learn more about the structure and format of the lessons. This provides an opportunity for parents to ask questions, understand the content and discuss any concerns with members of staff before the lessons take place.

Parental Right to Withdraw

Where a parent or carer requests withdrawal from additional Sex Education:

1. The parent or carer contacts the Headteacher.
2. The school discusses the request with the parent and clarifies the specific content from which withdrawal is being requested.
3. The school confirms whether the content is additional Sex Education and therefore subject to withdrawal, or whether it forms part of statutory Relationships Education, Health Education or Science.
4. The request and outcome are recorded by the school.
5. Where withdrawal is agreed, the pupil will be provided with appropriate alternative educational provision during the relevant lesson.

For clarity, withdrawal from additional Sex Education does not remove a pupil's entitlement to receive statutory Relationships Education, Health Education or Science teaching (Appendix 2).

Use of External Visitors

External visitors can enrich the RSHE curriculum by providing specialist knowledge, real-world expertise and engaging learning experiences. Our school welcomes contributions from carefully selected professionals such as health practitioners, safety organisations, and wellbeing educators who enhance pupils' understanding of relationships, health and personal development.

To ensure high-quality and safe delivery, all external visitors must adhere to the following principles:

- **Alignment with school policy:** all sessions delivered by visitors must reflect the school's RSHE policy, values and safeguarding expectations. Content must be age appropriate, inclusive and consistent with statutory guidance.
- **Safeguarding and vetting:** visitors are subject to appropriate safeguarding checks in line with Keeping Children Safe in Education 2026 and the school's safer recruitment procedures. Staff remain present throughout all sessions and retain responsibility for pupil welfare.
- **Clear planning and communication:** the RSHE Lead reviews all proposed content, resources and delivery methods before the visit. Teachers prepare pupils for the session and ensure learning links clearly to curriculum objectives.
- **Supervision and classroom management:** a member of staff is always present during visitor-led sessions to support behaviour, manage questions, and ensure safeguarding protocols are followed. Visitors do not work with pupils unsupervised.
- **Inclusive and sensitive delivery:** visitors must deliver content in a way that respects the diverse backgrounds, needs and experiences of pupils. They must avoid personal disclosures, stereotypes or content that could cause distress.
- **Handling of questions and disclosures:** visitors are briefed on how to respond appropriately to pupil questions. Any safeguarding concerns or disclosures are passed immediately to staff and followed up through the school's safeguarding procedures.
- **Evaluation and feedback:** staff evaluate the impact of visitor sessions through pupil voice, observation and curriculum review. Feedback informs future planning and ensures external contributions remain purposeful and high-quality.

External visitors are used to complement not replace teacher-led RSHE. Their involvement strengthens pupils understanding of health, wellbeing and safety while reinforcing the school's commitment to delivering a secure, consistent and compliant RSHE curriculum.

Effective RSHE in the Junior and Infants is dependent on partnerships at many levels; between our parents & carers, the children and young people and at a more strategic level between the local authority, local faith communities, health professionals, partners in children's services and the voluntary community. We aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. This is to enable the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

All those who teach aspects of RSHE within school, including visitors, are expected to consider the guiding principles for Relationships, Sex & Health education as set out in the statutory guidance September 2026 are set out below:

- a. Engagement with pupils. An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
- b. Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as set out below. Parents have a right to request that their children are withdrawn from sex education and schools should ensure parents are aware of sex education content within lessons in advance if taught within the curriculum.

- c. Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
- d. Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
- e. Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
- f. Skilled delivery of participative education. The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
- g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.

The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of sex and relationships education in this school. Staff have received training in dealing with emotional and sensitive issues, including developing an emotionally safe environment

Assessment, Monitoring and Evaluation

Assessment in RSHE focuses on pupils' understanding, personal development and ability to apply learning in real-life contexts. Because RSHE includes knowledge, skills, attitudes and behaviours, assessment is holistic and age appropriate rather than formal or graded.

Assessment ensures that pupils are developing secure understanding of key concepts, can articulate their learning, and are able to make safe, healthy and respectful choices. It also helps teachers identify misconceptions, adapt teaching and provide additional support where needed.

Teachers use a range of assessment approaches suited to the nature of RSHE, including:

- Observation of participation, engagement and interaction
- Pupil voice, reflection tasks and discussions
- Scenario based responses and problem-solving activities
- Short written tasks, drawings or concept maps
- Exit questions or “mini-plenary” checks
- Self-assessment and confidence scales

These approaches allow teachers to gauge understanding sensitively without requiring pupils to share personal experiences.

Teachers record key learning outcomes through pupil work samples, observation notes and class reflections. Records focus on what pupils *know*, *understand* and *can do*, rather than personal disclosures. Evidence is stored in line with school policy and used to support curriculum review and reporting. (Please refer to the PSHE policy for additional detail.)

The RSHE Lead monitors provision through:

- Lesson observations (Senior Management Team SMT)
- Planning scrutiny
- Pupil voice interviews
- Staff feedback
- Review of resources and teaching materials

Monitoring ensures consistency, compliance with statutory guidance, and high-quality delivery across all year groups.

Impact is evaluated through improvements in pupils' confidence, emotional literacy, safety awareness, respectful behaviour and ability to apply learning beyond the classroom. Results from our HRBS and Wellbeing quizzes feed into this also with findings informing future curriculum development, staff training and policy updates.

Staff Training

The PSHE Lead attends external courses where appropriate and attends network events to ensure the curriculum remains compliant, evidence-based and responsive to pupils needs.

Teachers delivering lessons on puberty, consent foundations, digital behaviour or non-statutory sex education receive additional training to ensure:

- content is taught factually and age-appropriately
- questions are handled sensitively and safely
- misconceptions are addressed clearly
- safeguarding protocols are followed at all times

Pupil Voice

Throughout RSHE and PSHE lessons, pupils can contribute to class discussions and to reflect upon their own ideas and opinions. Two examples of this are our annual HRBS and our half termly well-being quiz which results help us to answer any questions children may have and any content they think has not been covered in our curriculum. As part of the RSHE curriculum, pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to these concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as and when concerns are voiced.

Monitoring and Evaluation:

The school monitors and evaluates the Junior School PSHE policy through the following activities:

- Regular staff meetings

- Regular evaluation of lessons and themed events
- Standing Pastoral Care agenda item in weekly meetings
- Annually by the Junior School PSHE coordinator
- Annually by the Head of the Junior School

LDA
August 2026

Next Review:
July 2027

Appendix 1

The full PSHE & RSHE curriculum can be found appended in the Junior & Infants PSHE Policy

Core Areas and Overarching Concepts			
Relationships (Term 1) • To understand self and others • To build positive connections • To recognise dynamics in relationships • To understand rights, responsibilities and consent • To understand diversity and equality	Health and Wellbeing (Term 2) • To understand self-awareness and esteem • To maintain a healthy and balanced lifestyle • To understand risk and safety • To understand rights, responsibilities and consent • To understand change and resilience	Living in the Wider World (Term 3) • To understand place in community • To understand diversity and equality • To understand rights and responsibilities • To understand risk and safety • To understand change and resilience • To understand career awareness	
Year Group Focus	Term 1: Relationships	Term 2: Health and Wellbeing	Term 3: Living in the Wider World
Reception	to self-regulate, to build relationships	to manage self, health and hygiene	to understand communities, personal safety
Year 1	to understand identity, friendship, bullying	to understand personal safety, a balanced lifestyle	to understand community, environment, change
Year 2	to understand friendship, feelings, behaviour	to understand wellbeing, body awareness, safety	to understand environment, communities, digital literacy
Year 3	to understand cooperation, family, conflict resolution	to understand strengths, fitness, body autonomy	to understand independence, democracy, diversity
Year 4	to understand friendship dynamics, loss, bullying	to understand learning styles, hygiene, emotions	to understand skills, community, stereotypes
Year 5	to understand family structures, relationships	to understand puberty, hygiene, safety	to understand learning, prejudice, organisation
Year 6	to understand uniqueness, power, diversity	to understand self-esteem, puberty, attraction, conception	to understand citizenship, transition, diversity

Appendix 2

Distinction Between Relationships Education, Health Education, Science and Additional Sex Education

The school recognises the distinction between statutory Relationships Education, Health Education, statutory Science and any additional Sex Education that it may choose to provide as part of its RSHE curriculum.

The following table explains the different elements of the curriculum and the position regarding parental withdrawal.

Curriculum area	Examples of content taught	Status	Parental right to withdraw
Relationships Education	Families and different family structures; friendships; respectful relationships; kindness and empathy; personal boundaries; personal space; bullying; online relationships; recognising unsafe situations; trusted adults; seeking help; understanding consent and respecting other people's boundaries in an age-appropriate way.	Statutory	No
Health Education and Health & Wellbeing	Physical health; mental wellbeing; emotional literacy; healthy lifestyles; nutrition; physical activity; sleep; hygiene; personal safety; online safety; digital wellbeing; recognising risks and knowing how to seek help.	Delivered through the school's PSHE/RSHE curriculum in accordance with the requirements applicable to the school.	No, where the content forms part of statutory or required curriculum provision.
Science	Human growth and development; puberty; biological changes during puberty; human reproduction and other biological aspects of human development included within the Science curriculum.	Statutory Science curriculum content.	No
Additional Sex Education	Any additional teaching about sex or sexual relationships that goes beyond statutory Relationships Education and the statutory Science curriculum and which the school specifically identifies as Sex Education.	Non-statutory at primary level.	Yes. Parents/carers may request that their child is withdrawn from additional Sex Education.

Curriculum Boundaries

The school will clearly identify, through curriculum planning and information provided to parents and carers, whether particular content forms part of Relationships Education, Health Education, statutory Science or additional Sex Education.

Teaching about relationships, personal boundaries, bodily autonomy, respectful behaviour, keeping safe, online relationships and knowing how to seek help forms part of the school's Relationships Education and safeguarding provision and is not subject to parental withdrawal.

Teaching about physical and mental health, emotional wellbeing, healthy lifestyles, hygiene, safety and related aspects of personal development forms part of the school's Health and Wellbeing provision and is not subject to parental withdrawal where it forms part of statutory or required curriculum provision.

Biological teaching about human growth and development, puberty and reproduction which forms part of the Science curriculum is statutory Science teaching and is not subject to parental withdrawal.