

WISBOROUGH GREEN PRIMARY SCHOOL



PSHE and RSHE POLICY

Approved by the Headteacher on the behalf of the Governing Body: December 2025
Next review due by: December 2026

PHSE and RHSE Education Policy

Context

Children are growing up in a different way to us, needing to navigate environments and risks in both the real and the online world. At Wisborough Green School, we strongly believe in the importance of the values underpinning the RHSE (Relationship, Health and Sex Education) and PSHE (Personal, Social, Health Education) curriculum. We aim to empower our children and encourage them to ask questions that will help them develop the knowledge, skills and attitudes that they will need to help keep themselves healthy and safe, as well as preparing them for life.

Our enriched PSHE curriculum goes beyond the minimum requirements set out by the Department for Education and PSHE Association. At Wisborough Green, we have adopted elements of the PSHE Association Curriculum This is a needs-based curriculum; compliant with Ofsted expectations for curriculum, culture and safeguarding in schools. The curriculum and this policy have been developed in consultation with parents, pupils, staff and governors. Parents and pupils were surveyed in 2025 and the curriculum adjusted to the priorities and needs of our children. It will be adapted and amended as needs arise.

Policy Aims

The purpose of this policy is to communicate the aims, content, rationale and organisation of the school's PSHE and RSE policy to parents, governors and teachers. It is important that this policy has the confidence of our parents, staff and governors.

The aims of this policy are:

- To deliver health/sex education within a moral framework that reinforces the values of respect for the individual, loving relationships and family life.
- To help individual pupils develop confidence and responsibility in their personal relationships.
- To help pupils develop confidence in and an understanding of how their body will change.
- To help pupils develop a clear and informed understanding of the changes from childhood through puberty and into adulthood.
- To help children to recognise and avoid exploitative relationships.
- To offer teachers guidance and support for dealing with individual pupils' requests for specific information relating to the content of their health/sex education lessons.
- To provide support to teachers delivering sex education in the school curriculum.
- To inform parents of the content of the sex education programme and how it will be delivered within the school.

Objectives of our Sex and Relationships Education:

- To develop pupils' interpersonal and communication skills.
- To help pupils respect themselves and others, their views, backgrounds, cultures and experiences.
- To develop self-awareness, self-respect, confidence and empathy

- To help pupils develop loving, caring relationships based on mutual respect.
- To teach children to be able to name the parts of the body and understand the process of human reproduction.
- To help pupils develop a confidence in and an understanding of how their body will change and prepare them for the emotional and physical effects of these changes.
- To help pupils develop a clear and informed understanding of the changes which take place from childhood through puberty and into adulthood.
- To teach children to recognise and avoid exploitative relationships.
- To teach pupils the correct vocabulary to describe themselves and their body.
- To prepare pupils for puberty, and give pupils an understanding of sexual development and the importance of health and hygiene.
- To increase pupils understanding of their responsibilities within personal relationships.
- To provide a framework in which sensitive discussions can take place.
- To encourage children to explore related values and attitudes such as ‘moral responsibility’ and consider issues related to sexuality.

Legislation

As a primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

The Department for Education has made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Relationships, sex and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

At Wisborough Green Primary School, we teach SRE as set out in this policy.

Policy Development

This SRE policy is supported by our school's policies for equal opportunities, child protection, behaviour, social inclusion and special educational needs and is written with reference to the following Government legislation and guidance:

- Children Act 1989
- Children Act 2004
- Education Act 2002
- The Equality Act 2010
- Keeping Children Safe in Education (updated 2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)
- Sex and Relationships, Ofsted (2002), (updated 2006)
- Faith, values and Sex & Relationships Education, Blake and Katrak, (2002)

Subject Content

Relationships Education

Here at Wisborough Green, we focus on teaching the skills essential for developing and maintaining positive and healthy relationships with friends, family, and others. Beginning in early years and continuing throughout every year group, the children are encouraged to show empathy towards others, treat others with kindness and respect and understand the importance of honesty. We explore how to maintain positive relationships with different people and discuss the importance of permission seeking and personal privacy. The children will also be empowered with an understanding of personal space, boundaries, how to show respect and understand the differences between appropriate and inappropriate or unsafe physical contact. As part of relationship education, we consider it appropriate to teach our pupils about LGBT relationships. We will ensure that this is fully integrated into the curriculum and will not be delivered as a standalone unit or lesson.

Health and Wellbeing

In the Spring Term, we discuss ways to keep ourselves safe. We also talk about physical changes and year growing older. We also make sure the children have the building blocks to physical and emotional wellbeing and set up strong habits for a healthier future.

Living in the Wider World

During the Summer term, the children explore living in the wider world and their own sense of belonging and roles within various communities. We also work on teaching the children media literacy and digital resilience to equip them with the skills and knowledge required to cope in the increasingly technological world that we live in. Some of which will be covered within the ICT and computing curriculum. Children are also taught to understand the link between work and money, how to look after money and make sensible decisions with it.

How RHSE is taught and who is responsible for teaching it.

At Wisborough Green School, we strongly believe in the importance of our school values underpinning our PSHE (Personal, Social, Health Education) and RHSE (Relationship, Health and Sex Education) curriculum. We aim to empower our children and encourage them to ask questions that will help them develop the knowledge, skills and attitudes that they will need to help keep themselves healthy and safe, as well as preparing them for life and work.

PSHE and RHSE give children the knowledge to help them understand how they are developing both socially and personally and investigate wider moral, social and cultural issues. Our curriculum allows children to learn about what it takes for children to become good citizens and lead their own rights and responsibilities. At Wisborough Green Primary School, we aim to equip pupils with effective decision-making skills and the ability to calculate risk effectively. Discussion is used as an effective tool to teach PSHE, allowing children time to articulate their thoughts and feelings in an environment that they feel safe to do so. As within all subject areas, staff will adopt appropriate teaching methods to teach focus areas and planning will consider the range of needs of all our pupils including those with social, emotional and mental health needs, special educational needs or religious backgrounds. Teaching methods may include circle time, role play, group work, discussions, looking at videos and books and our time to talk boxes.

Every two years, we audit our PSHCE and RHSE curriculum to make sure that our curriculum adapts to the evolving needs of our students. A consultation process will take place with the children, parents and teachers to gain further insight into the children's developing needs.

The children will cover all areas in each key stage at an appropriate age level. Please look at the learning objectives covered in each key stage. You will find this in the progression grids below.

These objectives will be taught through weekly PSHCE lessons, and some aspects of this curriculum will also be taught in computing or science lessons when appropriate. Teachers will also choose whether they wish to take a cross-curricular approach and integrate the teaching within other subject areas. Whole school and key stage assemblies will also further reinforce the values taught in our PSHCE lessons and will link closely to our key themes.

As well as following the PSHCE and RHSE curriculum, we also encourage our pupils to engage in mindfulness practice and techniques both formally and informally. Mindfulness is the ability to become present in the moment.

Relationships, Health and Sex Education (RHSE) is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects (e.g. values, morals and choices) are included in Religious Education (RE). We feel it is important to teach the RHSE curriculum within a trusting, safe environment, where children have the confidence to ask questions and share opinions. Pupils will be taught in their class groups as it is important that children learn about all changes – not just their own.

Skills and knowledge taught

Relationships, sex and health education will be taught at an age-appropriate level. Please look at the progression grids in the Appendix to see what the children should learn by the end of each key stage.

Monitoring and Assessment

The delivery of SRE is monitored by the PSHCE coordinator Mrs Casimiro, through planning scrutinies, surveys, learning walks, pupil interviews etc. Pupil's development in SRE is also monitored by class teachers as part of our own assessment systems.

Teachers at Wisborough Green Primary school will have the same high expectations of the quality of pupils' work in Relationships, Sex and Health education as for other curriculum areas therefore assessment for learning, and of learning will be central to any education provision.

- Pupils will have opportunities to reflect on their learning and its implications for their lives.
- Teachers will know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment will allow the leadership team, parents, governors and school inspectors to see the impact on pupils and whole school of the RHSE curriculum.

Rights of Parents to Withdraw

Parents have the right to withdraw their children from the non-statutory components of RHSE (Relationships, Health and Sex Education). Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RHSE.

Safeguarding

The school follows the guidelines in the West Sussex Child Protection Procedures manual (this is available on request).

Confidentiality

A child's confidentiality will be maintained by the teacher or member of staff concerned. If a member of staff believes that a child is at risk, she/he will consult the Designated Safeguarding Lead throughout this process.

Answering difficult questions

Sometimes an individual child will ask an explicit question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Teachers must use their skill and discretion in these situations and refer to the Head teacher if necessary.

Use of visitors

On occasion, people may be involved in supporting the school-based sex education programme. These may include school nurses or health professionals. Parents will be informed of their involvement prior to the visit.

Complaints

Any matters of concern about the implementation of the Relationships, Sex and Health Education Policy should be referred in the first instance to the Headteacher who may, if appropriate, inform the Chairman of Governors.

Involvement of parents / carers, pupils and staff

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group, including representatives from SLT, governors and RHSE lead, pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation - all school governors were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and ask any questions
5. Pupil consultation – we investigated what exactly pupils want from their RHSE curriculum (PUPIL SURVEY)
6. Approval – once amendments were made, the policy was once again shared with governors and approved.

Roles and responsibilities

The governing board

- The governing board delegate the review and approval of the RHSE policy to the Headteacher.
- The governing board will hold the headteacher to account for this policy's implementation.

The headteacher

- The headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE.

PSHE/RHSE leads are responsible for:

- Ensuring that RHSE is taught consistently
- Ensuring that the curriculum content is age appropriate
- Reviewing whether the taught curriculum meets the needs of our students.

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE Staff do not have the right to opt out of teaching RHSE.
- Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.
- All staff will be responsible for teaching their class the agreed curriculum for RHSE.
- Staff do not have the right to opt out of teaching RHSE.

Pupils

- Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn: Relationships			Spring: Health and Wellbeing			Summer: Living in the wider world		
	Respecting ourselves and others	Safe relationships	Families and friendships	Keeping safe	Growing and changing	Physical and emotional/mental wellbeing	Money and work	Media literacy and digital resilience	Belonging to a community
Y1	How behaviour affects others; being polite and respectful	Recognising privacy; staying safe; seeking permission	Roles of different people; families; feeling cared for	How rules and age restrictions help us; keeping safe online	Recognising what makes them unique and special; feelings;	Keeping healthy; food and exercise, hygiene routines;	Strengths and interests; jobs in the community	Using the internet and digital devices; communicating	What rules are; caring for others' needs; looking after

					managing when things go wrong	sun safety		online	the environment
Y2	feeling cared for in common and differences; playing and working cooperatively; sharing opinions	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Making friends; feeling lonely and getting help	Safety in different environments; risk and safety at home; emergencies	Growing older; naming body parts; moving class or year	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	What money is; needs and wants; looking after money	The internet in everyday life; online content and information	Belonging to a group; roles and responsibilities; being the same and different in the community
Y3	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Personal boundaries; safely responding to others; the impact of hurtful behaviour	What makes a family: features of family life	Risks and hazards; safety in the local environment and unfamiliar places	Personal strengths and achievements; managing and reframing setbacks	Health choices and habits; what affects feelings; expressing feelings	Different jobs and skills; job stereotypes; setting personal goals	How the internet is used; assessing information online	The value of rules and laws; rights, freedoms and responsibilities
	Respecting differences	Responding to	Positive friendships;	Medicines and	Physical and emotional	Maintaining a balance	Making decisions	How data is shared	What makes a

	ences and similarities; discussing difference sensitively	hurtful behaviour; managing confidentiality; recognising risks online	including online	household products; drugs common to everyday life	tional changes in puberty; external genitalia; personal hygiene routines; support with puberty	anced lifestyle; oral hygiene and dental care	about money; using and keeping money safe	and used	community; shared responsibilities
Y5	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Physical contact and feeling safe	Managing friendships and peer influence	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Personal identity; recognising individuality and different qualities; mental wellbeing	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Identifying jobs and interests and aspirations; what influences career choice; workplace stereotypes	How information is targeted; different media types, their role and impact	Protecting the environment; compassion towards others
Y6	Expressing opinions and respecting other points of view,	Recognising and managing pressure; consent in different	Attraction to others; Romantic relationships, civil partner-	Keeping personal information safe; regulations and	Human reproduction and birth; increasing independence	What affects mental health and ways to take care of it;	Influences and attitudes to money; money and	Evaluating media sources; sharing things online	Valuing diversity; challenging discrimination and stereo-

	including discussing	situations	ship and marriage	choices ; drug use and the law; drug	dence; managing transition	managing change, loss and bereave-	financial risks		types
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