RSHE Policy

July 2026

Approved 7.7.26

Introduction

This updated model policy for primary schools follows the latest **Department for Education (DfE) statutory guidance (July 2025)** and best practice for writing school policies. It is designed to be a positive framework that prepares children for a happy, healthy and safe life.

Relationships, Sex and Health Education (RSHE) Policy

1. Our Vision and Values

Our school is a place where every child is supported to grow into a kind, confident, and respectful individual. We believe high-quality RSHE is vital for our pupils' wellbeing and helps them build the skills they need for positive relationships now and in the future.

Little Melton Primary School aims to provide all children with an education which will develop their full potential, so that each may ultimately lead a rich and satisfying life and contribute warmly to society. Crucially, children will develop to become independent and resilient learners, recognising and overcoming barriers to achieve. We aim to create an environment which is purposeful, friendly, creative, and co-operative, where each child's individual abilities are maximised and where they grow to appreciate the pleasure of learning in its widest sense and to care for others in their school and wider community.

2. How This Policy Was Created

This policy was developed through consultation with our whole school community. We listened to the views of parents, staff, and our pupils to ensure our curriculum meets the real needs of our children. This was done through post-teaching questionnaires in classes and a formal parent consultation sent out in June 2026, and staff discussions at a training day focussed on the new curriculum.

3. Teaching and Learning

RSHE is a core part of our curriculum, taught through planned, weekly lessons.

- **Leadership:** The program is led by **Mr Pritchard (RSHE lead)**
- **Staffing:** Lessons are taught by all teachers across the school.

- Teachers receive regular training to ensure they can lead these important discussions with confidence. We sometimes use **expert visitors** to enrich our learning, but they are always supervised by a teacher and their materials are checked beforehand to ensure they are age-appropriate and unbiased.

4. Our RSHE Curriculum

We use a **'spiral curriculum'** approach. This means we revisit core themes as children grow, building their knowledge and skills in an age-appropriate way.

The curriculum map is included in the appendix to this policy.

The units taught are drawn from recommended sources:

Pol-Ed (Yorkshire Police educational resources)

Oak Academy (DfE educational resources)

PSHE Association (Medway)

NSPCC (Pants)

The curriculum is taught predominantly in mixed ability groupings, except for indicated lessons on puberty in year 4, 5 and 6 and (year 6 only) limited sex education, which are taught to individual year groups.

Parents can withdraw their children from the sex education content in Year 6 as it is non-statutory. This is indicated on the curriculum map.

The curriculum map for PSHE is also supplemented by our online safety curriculum which is taught through Computing lessons and some of the Assembly themes reinforce key RSHE themes.

5. Defining Relationships, Health, and Sex Education

It is important that our school community understands the different parts of our curriculum:

- **Relationships Education (Compulsory):** Focuses on the building blocks of positive relationships, such as kindness, respect, and boundaries.
- **Health Education (Compulsory):** Gives children the information they need to make good decisions about their own health and wellbeing.
- **Sex Education (Non-Compulsory in Primary):** Defined as learning that goes beyond the National Curriculum for Science.
    - **In this school, we define Sex Education as specifically focussing on and limited to how a baby is conceived and born (year 6).**

6. Assessment and Questions

Assessment is not about "passing or failing" but about understanding and growth. We assess learning to help children see their own progress and to help teachers plan future lessons.

Progress is recorded through giving children opportunities for self-reflection and use of the Pol-Ed passports.

We create a safe space for questions. We use an **'ask-it-basket'** for anonymous questions and **distancing techniques** (stories or characters) to make learning comfortable.

7. Working with Parents

We believe parents are the primary educators of their children, and RSHE is most effective when school and home work together.

- **Transparency:** Parents can view our curriculum materials by **looking at the dedicated section on the school website and have the right to also look at individual lesson plans and resources on request.**

- **Right to Withdraw:** Parents cannot withdraw children from **Relationships or Health Education**, nor the **Science curriculum**. They have the right to request withdrawal from non-statutory **Sex Education** by contacting the Headteacher.

- Parents are informed about when sex education lessons are taught, the content covered and any notable questions or comments made by children that the teacher feels would be valuable for the parent to be aware of for follow up.

8. Safeguarding and Confidentiality

Keeping children safe is our top priority. Teachers cannot promise complete confidentiality if a safety concern is raised. Disclosures will be handled according to the school's safeguarding policy. Ground rules to establish a safe and positive classroom environment will be established by the teacher and class at the start of teaching.

9. Policy Review

This policy is reviewed every **2 years** to ensure it remains up-to-date with new guidance and meets the needs of our community.

- **Next Review Date: July 2028**.

Appendix:

RSHE Curriculum Map

Pol-Ed Relationships		**Pol-Ed Keeping Safe**	**Pol-Ed Understanding the Law**	**Pol-Ed Well-Being**	**Oak Academy: Emotions, Community, Physical Health, Staying Safe & Healthy, Puberty**	**PSHE Association** **Sex Education (Y6)- *non compulsory**

EYFS

Half Term	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6

HT 1						
HT 2	R: How can I be a good friend?	R: How can I make other children feel happy?	R: How can I play nicely with others?	R: How can adults at school help me?		
HT 3	KS: How can I play safely?	KS: How can I keep safe at school?	KS: How can I keep safe at home?	KS: How can I keep safe at school?		
HT 4	UTL: What are rules?	UTL: What are consequences?	UTL: What can I do if I'm feeling big emotions?	UTL: Who are the police and how do they help us?		
HT 5	WB: How can I be a germ buster?	WB: How does exercise help me?	WB: How does food help me?			
HT 6	NSPCC Pants					
	Pol – Ed Passports: What are emotions?, What is empathy?, What is respect?, What is self-worth? What is resilience?					

Nb PANTS taught in every year group See also online safety curriculum – first lesson of each Computing unit

Year 1/2 Cycle A

Half Term	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**	**Lesson 8**
HT 1	E: Our emotions	E: Describing our feelings	E: Knowing how I feel	E: Managing our feelings	C: We are all unique	C: We are all equal	C: Respecting each other at school	C: Feeling safe at school
HT 2	R: How can I be an ally?	R: How can I make friends?	R: What if my friends are making me feel sad?	R: What is bullying?	R: Why are safe hands important?	R: Why is name calling unkind?		
HT 3	KS: How can I keep safe in new places?	KS: How can I speak up?	KS: How can I use things at	KS: Who are my	KS: What is 999?	KS: What is private information?		

			home safely?	trusted adults?				
HT 4	UTL: How can I be responsible?	UTL: What can happen when rules are broken?	UTL: What do the police do?	UTL: Why have different rules?				
HT 5	WB: What do feelings feel like?	WB: What makes me special?	WB: How can I share my feelings?	WB: How can I be an empathy expert?				
HT 6	PH: Why exercise is important	PH: Sleep is important	PH: My body is important NSPCC: Pants	PH: Having a healthy week	SSH: Dangers in the home	SSH: Dangers outside the home	SSH: Road Safety	SSH: Sun Safety
	Pol Ed Passports: Empathy, Future planning, Resilience, Self-worth, Fact finding, Informed decision-making, Respect, Risk							

Year 1/2 Cycle B

Half Term	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**	**Lesson 8**	**Lesson 9**	**Lesson 10**
HT 1	E: Our emotions toolkit: different feelings	E: Things that affect how we feel	E: Managing a range of emotions	E: Managing change	C: The things we need to feel safe and happy	C: Helping others to feel welcome at school	C: The people in our school community	C: The people in our wider community	C: Celebrating difference	C: Me and the people around me
HT 2	R: How are we the same? / different?	R: How can I work with different people?	R: How do I share family worries?	R: What is a family?	R: Why are relationships important?					
HT 3	KS: How can I	KS: What are	KS: What are	KS: What	KS: What is fire safety?					

	keep safe online?	different types of meetings?	medicines?	are private body parts?						
HT 4	UTL: What are needs and wants?	UTL: What is a job?	UTL: What is money?	UTL: What is the internet?	UTL: Why does age matter?					
HT 5	NSPCC Pants	WB: How can I deal with change?	WB: What does it mean to be healthy?	WB: How can I look after my body?	WB: Why is sleep important?	WB: When do I need to take a break?	WB: What are the risks of video gaming?			
HT 6	PH: My favourite foods	PH: Food is important	PH: Healthy foods	PH: My healthy food week	SSH: Keeping clean and healthy	SSH: Emergencies				
	Pol – Ed Passports: Empathy, Resilience, Self-worth, Fact finding, Risk									

Year 3/4 Cycle A

Half Term	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
HT 1	E: Our emotions toolkit: strong emotions	E: Emotions and deep feelings	E: Managing strong emotions	E: Managing conflict in healthy ways	C: Fundamental British values	C: Democracy	C: Rule of law	C: Individual liberty	C: Mutual respect and tolerance
HT 2	R: How should we treat people?	R: What can I do when friendships go wrong?	R: What is consent in friendships?	R: What is bullying?	R: Who are my key people?				
HT 3	KS: How can I share my worries?	KS: What are emergency services?	KS: What are emergency situations?	KS: What do we mean by risk?	KS: When should I break a secret?				

HT 4	UTL: How can I be a responsible citizen?	UTL: How do we enforce the law?	UTL: What are children's rights?	UTL: What is the law and why do we have it?					
HT 5	WB: What is mental health?	WB: What am I good at?	WB: How can intense feelings feel?	WB: What words can I use for feelings?	WB: How does school help me?				
HT 6	PH: Keeping our bodies strong NSPCC Pants	PH: Making an activity plan	PH: Choosing food carefully	PH: A healthy week	SSH: Staying safe near water SSH: Staying safe near railways	SSH: Dangers on the road	PB: How we change during puberty **YEAR 4 ONLY**	PB: Menstruation **YEAR 4 ONLY**	PB: Staying clean during puberty **YEAR 4 ONLY**
	Pol- Ed Passports: Empathy, Resilience, Self-worth, Respect, Risk, Fact finding								

Year 3/4 Cycle B

Half Term	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**	**Lesson 8**	**Lesson 9**
HT 1	E: Our emotions toolkit: self-esteem	E: Feeling down and lonely	E: Managing my emotions	E: Living happy lives	C: The Equality Act	C: Stereotypes and their impact	C: Prejudice and discrimination in Britain	C: Ageism	
HT 2	R: How can we be role models?	R: What is a healthy friendship?	R: What is discrimination?	R: What is diversity?	R: What is peer influence?	R: Who makes up my			

						community?			
HT 3	KS: How can I keep safe in my local area?	KS: How can we keep safe on the road?	KS: What are hazards in the home?	KS: What is first aid?	KS: Who do I encounter?				
HT 4	UTL: How can I respect my environment?	UTL: What are protected characteristics?	UTL: What can I be?	UTL: What is hate crime?					
HT 5	WB: How do my choices help me to be healthy?	WB: What are healthy habits?	WB: Why is food fuel?	WB: How can I be a hygiene hero?	WB: How does school build my character?				
HT 6	PH: Healthy Teeth	PH: The importance of sleep and rest	PH: Keeping my body healthy NSPCC Pants	SSH: Keeping our bodies clean and healthy	SSH: Preventing the spread of disease	SSH: Sunburn, stings, allergies and anaphylaxis	PB: How we change during puberty **YEAR 4 ONLY**	PB: Menstruation **YEAR 4 ONLY**	PB: Staying clean during puberty **YEAR 4 ONLY**
	Pol – Ed Passports: Empathy, Resilience, Fact finding, Informed decision-making, Risk								

Year 5/6 Cycle A

Half Term	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**
HT 1	E: Our emotions toolkit: challenges	E: All emotions are important	E: Facing challenges	C: How women's rights have changed since the 1800s	C: Identifying gender stereotypes	C: Challenging gender stereotypes	C: Making the world a fairer place

HT 2	R: Adult relationships and my future	R: How do words have power?	R: What are my personal boundaries?	R: What are online friendships?	R: What is grooming?	R: What is media influence?	R: What is peer pressure?
HT 3	KS: How can we keep our things safe?	KS: How can we use our phones sensibly?	KS: What are deep fakes?	KS: What are the risks with money?	KS: What do I know about drugs?	KS: Why are our special people important?	KS: What is media literacy?
HT 4	UTL: How do rules help our community?	UTL: Internet: What can and can't I do?	UTL: What is gambling?	SSH: Identifying hazards SSH: Reporting an emergency	SSH: Fire safety, burns and fireworks		
HT 5	WB: What is my personal identity?	WB: How might puberty impact me?	WB: How might being online impact feelings?	WB: How might my activity levels impact the way I feel?	WB: How might school impact the way I feel?	WB: How can drugs and alcohol make people feel?	
HT 6	PH: How to have a healthy and balanced week	PH: Differences in our health SSH: The importance of vaccines	PH: Pressure to look a certain way	PB: Physical changes during puberty NSPCC Pants **YEAR 5 ONLY**	PB: Male and female changes during puberty **YEAR 5 ONLY**	PB: Emotional changes during puberty **YEAR 5 ONLY**	
HT 6				PB: Puberty recap NSPCC Pants **YEAR 6 ONLY**	PB: Change and becoming Independent **YEAR 6 ONLY**	PB: Positive & Healthy Relationships **YEAR 6 ONLY**	SE: How a Baby is Made* (non-compulsory) **YEAR 6 ONLY**
	Pol – Ed Passports: Empathy, Resilience, Self-worth, Respect, Risk						

Year 5/6 Cycle B

Half Term	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
HT 1	E: Our emotions toolkit: handling transition	E: We all have mental health	E: We are unique	C: Being British	C: The history of racism in Britain	C: The arrival of the Windrush generation	C: Diversity in modern Britain	C: Discrimination and the law in Britain	C: Feeling like we belong
HT 2	R: Getting ready for secondary relationships	R: Allies against racism	R: Challenging sexism	R: Respecting different relationships	R: What is a debate?	R: What is my relationship with authority?			

HT 3	KS: How is my data shared?	KS: What is spiking?	KS: Addiction (vaping/smoking)	KS: Media age restrictions	KS: Bonfire Night Lessons	KS: Halloween Lessons			
HT 4	UTL: Types of crime	UTL: The law and legal drugs	UTL: The law and marriage	UTL: What is a weapon?	UTL: Antisocial behaviour	UTL: What is shop theft?			
HT 5	WB: What does adulthood look like?	WB: Re-frame my thinking	WB: Support for mental health	WB: Managing moving to high school	WB: What is grief?				
HT 6	PH: Creating a healthy meal	PH: Enjoying an active week	SSH: Basic first aid	SSH: Head injuries	SSH: What is asthma?	PB: Physical changes during puberty NSPCC Pants **YEAR 5 ONLY**	PB: Male and female changes during puberty **YEAR 5 ONLY**	PB: Emotional changes during puberty **YEAR 5 ONLY**	
HT 6						PB: Puberty recap NSPCC Pants **YEAR 6 ONLY**	PB: Change and becoming Independent **YEAR 6 ONLY**	PB: Positive & Healthy Relationships **YEAR 6 ONLY**	SE: How a Baby is Made* **YEAR 6 ONLY**
	Passport: Empathy, Resilience, Informed decision-making, Respect, Risk								

Add Speak Out Stay Safe Assembly & Follow Up Lesson Add Digital Citizenship Common Sense Media to online safety curriculum when it's rewritten