



RSHE CURRICULUM POLICY

SANDON PRIMARY ACADEMY

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Review date: September 2026

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Definition

RSHE is about the emotional, social, and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. It combines sharing information with exploring issues and values. RSHE is not about the promotion of sexual activity.

Aims

The aim of Relationships, Sex, and Health Education (RSHE) in our school is to help pupils become well-rounded, respectful, and successful individuals who are prepared to flourish within our local community, leading happy, safe, and positive lives on- and offline.

In our school, we promote honesty, courtesy, kindness, perseverance, and respect. We celebrate differences and diversity, believing each individual is special and valued.

We encourage the moral development of all members of our school. We aim to develop in each person a sense of self-worth and the qualities necessary to become a full and valuable member of British society. RSHE includes helping pupils understand themselves as sexual beings, fostering positive relationships, and enabling moral decision-making.

Our policy commits to educating the whole child—academically, morally, and spiritually—integrating RSHE as part of this approach. We raise pupils' self-esteem and provide knowledge and understanding to help them value all people and develop caring and sensitive attitudes. While teaching relationships, staff respect various viewpoints, including those of faith groups, promoting tolerance and respect in line with our Anti-Bullying Policy.

Sandon Primary Academy aims to provide a safe environment that respects and meets every child's needs and supports individuals in achieving their full potential. All staff are committed to challenging bullying (including Homophobic, Biphobic, or Transphobic (HBT) bullying and language), reporting incidents, and preventing bullying in daily interactions and curriculum planning.

Statutory Requirements

As an academy, we must provide relationships education to all pupils under Section 34 of the Children and Social Work Act 2017. In teaching RSHE, we adhere to the regularly renewed guidance issued by the Secretary of State, as outlined in Section 403 of the Education Act 1996.

Additionally, we must comply with legal duties in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (Section 149, Equality Act 2010), which requires public bodies to eliminate discrimination, advance equality of opportunity, and foster good relations between different people.

While we are not required to provide sex education beyond science curriculum elements, we choose to include it in KS2 to ensure our pupils' safety and well-being before they transition to high school. We teach this in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Sex education focuses on:

- Body changes
- Puberty
- Conception

Parents are informed about sex education content in advance, and all curriculum materials are available for review upon request. Parents retain the right to withdraw their child from parts of sex education that fall outside the science curriculum. Requests for withdrawal should be made directly to the Principal. Pupils withdrawn from these lessons will be provided with alternative learning.

Pupils may ask questions about topics which go beyond any sex education covered within the RSHE curriculum or relate to sex education from which they have been withdrawn. In these circumstances the teachers will handle such questions, with care and empathy and an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed or following safeguarding procedures. Teachers recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online to seek answers and so will always endeavor to answer the child in the most appropriate and supportive way.

Content and Delivery

We cover relationships, sex, and health education as outlined in statutory guidance. Across KS1 and KS2, we follow the PSHE Association Programme of Study and KAPOW schemes of work, structured progressively in line with National Curriculum objectives.

Relationships education focuses on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
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Health education focuses on:

- General well-being
- Well-being online
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

These themes align with our overarching core topics:

- **Autumn Term:** Health and Well-Being
- **Spring Term:** Relationships
- **Summer Term:** Living in the Wider World

Lessons reflect family life diversity, avoiding stigmatisation and promoting inclusivity. Pupils are encouraged to feel safe, supported, and engaged with key messages. RSHE is delivered biweekly with age-appropriate, progressive objectives across year groups. Learning is captured on Pupils' IPADS and where appropriate pupil curriculum books. Enrichment activities, assemblies, and external agency visits further enhance RSHE delivery.

By working with external agencies including the Emergency Services, Dentists, Bee Active, First Aid Trainers, Recycling Agencies, Road Safety Agencies and Residential Activity Centers, we enhance the delivery of our RSHE curriculum. These providers bring in specialist knowledge and different ways of engaging with young people, but the academy always remains responsible for the content and the way in which children are taught. The academy checks that external resources are accurate, age and stage appropriate and unbiased.

EYFS: RSHE in Early Years is delivered through the SMILE framework. Key focus areas include:

- Self-Talk and positivity
- Mindfulness and Manner
- Individual Assertiveness
- Language of Cooperation and Kindness
- Expressing Emotions of Self and Others

Children engage in activities such as storytelling, circle time, discussions, role play, and modelling.

Roles and Responsibilities

The Academy Trustees approve the RSHE policy and hold the Principal accountable for its implementation. The Principal, Vice Principal, and RSHE Subject Lead ensure consistent delivery and monitor the curriculum for statutory compliance and effectiveness.

Staff are responsible for delivering RSHE sensitively, modelling positive attitudes, monitoring progress, and addressing individual needs. Pupils are expected to engage fully and treat others with respect and sensitivity.

RSHE teaching is particularly important for pupils with social, emotional and mental health needs or learning disabilities. The RSHE Lead, Class Teachers and academy SENDCo work together to ensure that lessons are accessible for pupils with SEND and prepare them for adulthood. Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying therefore RSHE can be particularly important for these pupils.

Monitoring Arrangements

The RSHE Subject Lead, Philippa Wood, monitors delivery through learning walks, book looks and pupil voice. Class teachers assess pupil development as part of internal systems. This policy is reviewed annually and approved by the Principal and Trustees.

Appendices

1. PSHE Maps
2. Curriculum Overviews (Years 1-6)

3. Curriculum Objectives Grid
4. Enrichment Activities (Trips and Visitors)