

Primary Learning Trust (PLT)

...where everyone flourishes!



Ryders Hayes School

Relationships, Sex and Health, Education (RSHE) Policy

Primary Learning Trust
Gilpin Crescent
Pelsall
Walsall
WS3 4HX

Date: November 2025

PLT Mission: to educate all our primary children for life, inspired by expert professionals, in a place *where everyone flourishes!*

Ryders Hayes Mission: *At Ryders Hayes School, children and staff will strive to:*

'Do the right thing to be the best you can be'... 

PLT Vision

- A family of schools, proud to be working together as one entity, in the right conditions for deep and purposeful **collaboration**
- To **belong** to a great place to learn, work and grow.
- To improve and sustain high educational standards across the Trust, through **evidence-informed** practice.
- To continuously improve teaching and learning, ensuring that every pupil has the best possible education.
- To hold trust on behalf of our children, achieving the best for and from our people, so that everyone can **flourish**.
- To empower our children and our people to create a better future.
- To advance the education system, as part of our civic duty, for the wider public benefit

Ryders Hayes Vision

To nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow.

PLT Values

- **Belonging:** where all our people feel connected, valued, trusted and fulfilled, with a shared purpose to achieve excellence, in a place of psychological safety.
- **Flourishing:** where all our people thrive and continue to grow through the development of their intellectual potential and live well, building strong relationships as well-rounded human beings.
- **Collaboration:** by design, to ensure that all our people are supported and openly share ideas and practice; that no school - no child - is left behind, building together the pipeline that develops the next generation of leaders, global citizens, influencers and innovators.
- **Evidence-informed:** conceptual models of quality and improvement that can be shared and embedded. Deliberate and intentional knowledge-building to create expertise through cultures and communities of improvement, using the active ingredients of professional development.

Ryders Hayes Values

- **Character:** qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, independence, reliability and honesty.
- **Citizenship:** upholding British Values, thinking like global citizens, considering global issues based on deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.
- **Collaboration:** the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.
- **Communication:** entailing mastery of three fluencies: digital, writing and speaking tailored for a range of audiences, through early, high-quality back and forth interaction.
- **Creativity:** having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas and explore possibilities, demonstrating leadership to pursue those ideas into practice.
- **Critical Thinking:** critically evaluating information and arguments, reflecting upon them, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world.

Ryders Hayes is a Gold Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. All our policies exemplify these rights and our practice aims to ensure that the following rights are adhered to.

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13: Every child must be free to say what they think and seek and receive all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 36: Governments must protect children from all other forms of bad treatment.

This policy outlines the learning, teaching, organisation and management of RSHE (Relationships, Sex and Health Education) at Ryders Hayes School.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the RSHE Leader – Lucie Smith supported by Kara Barber. The curriculum is designed to build a schema by developing knowledge and vocabulary through a range of topics and deliberate practice.

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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.

- Prepare pupils for puberty.
- Help pupils develop feelings of self-respect, confidence, and empathy, and cultivate positive characteristics such as kindness and integrity.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Ryders Hayes Curriculum Model



At Ryders Hayes each subject holds threshold concepts; the key disciplinary mastery aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in a variety of experiences.

The threshold concepts in RSHE are:

- Relationships
- Health
- How my body changes

The threshold concepts are divided into three milestones. We expect pupils in year 1 of the milestone to develop a secure understanding of the concepts and a deeper understanding in year 2 of the milestone.

Phase one (Yr1, Yr3, Yr5) in a milestone is the knowledge building phase that provides the fundamental foundations for later application. Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all the core knowledge is acquired quickly, teachers create extended knowledge.

Milestone 1 - At this age children are interested in the differences between boys and girls, which areas of the body are private and who they can talk to if they are worried. Different relationships with family and friends are important too.

Milestone 2 - At this age children are interested in the emotional and physical changes of growing up, similarities and differences between each other and between boys and girls also coping with strong emotions. How to look after our bodies and how to be safe and healthy are also important.

Milestone 3 - At this age children are interested in knowing about love and the different kinds of families and will be more aware of different types of partnerships and relationships. They will be curious about puberty, emotional feelings and changing body image. They will also want to know who they can talk to if they want help or advice and information about growing up and personal safety including online.

The curriculum at Ryders Hayes has three drivers chosen specifically to permeate the curriculum to meet the needs of our children and their local context.

The Curriculum Drivers for Ryders Hayes School are to:

- Explore possibilities
- Create independence
- Build resilience

Through our teaching of RSHE, we intend to:

Contribute to the foundations of 'Me In My World'. The school's RSHE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During RSHE children will 'develop personal and social skills and a positive attitude to growing up'.

Through RSHE we can also:

- Improve pupils' skills in English, Maths and Computing
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens
- Promote awareness of Health related careers
- Promote characteristics of positive relationships (including online, respectful, caring friendships, being safe, families and people who care for me).

Entitlement and Equal Opportunities

We are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the RSHE curriculum at a level appropriate to their needs arising. Every pupil will receive their full entitlement to RSHE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith.

Areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

We aim to support children in their emotional, cultural and social, as well as academic development. We also aim to support children to develop an awareness of other cultures and, in doing so, achieve respect, tolerance and understanding of what it means to be a positive citizen in a multi-cultural country, embedding the fundamental British values. Relationship Sex Health Education (RSHE) will reflect the values taught in Me in My World.

RSHE will be taught in the context of relationships and health at primary school as stated in Government guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships_Education_RSE_and_Health_Education.pdf

In addition, RSHE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

In teaching Relationships Education and RSHE, Ryders Hayes ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We ensure that all teaching is sensitive and age appropriate in approach and content.

Any disclosures in school will be referred to the designated safeguarding lead using CPOMS and safeguarding policy will be adhered to.

Organisation of RSHE within the Curriculum

RSHE is linked to all subjects including RE and Science, Me in My World (PSHE), Computing and English through the use of cross curricular writing. Additionally, RSHE objectives are met through ongoing Mental Health related activities including growth mindset and Stormbreak.

2. Statutory requirements

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

We follow the National Curriculum and offer all pupils a curriculum that includes requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to 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

We teach RSHE as set out in this policy.

3. Policy development

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

1. **Review** – a member of staff or working group 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. **Parent/stakeholder consultation** – parents/carers and any interested parties were invited to attend a meeting about the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSHE
5. **Ratification** – once the amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

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.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs), and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

We have developed and reviewed the national scheme of guidelines for RSHE as the basis for our curriculum planning. We regularly review our long-term plans (see Appendix 1 and 2).

Supporting our Curriculum Drivers, we have our knowledge categories which provide the key knowledge within subjects and help us to grow our cultural capital; making links where appropriate to our children and their learning.

The Knowledge Categories for Ryders Hayes School are:

- Location
- Settlement
- Culture and pastimes
- Significant events
- Food and farming
- Number
- Self-expression
- Career related
- Beliefs
- Innovation
- Language and oracy
- Peace and war

Within each year group, key concepts are taught at stages throughout the school year. These again focus on the needs of the cohort. Parents will be informed at the start of a half term if RSHE objectives are being covered, how they as parents can support at home and the government expectations by the end of Primary school.

Teaching and learning in RSHE will be in line with the school's Behaviours for Learning Policy, where provision is made for all learning needs and guidelines for conduct in lessons for pupils and staff. The RSHE curriculum at Ryders Hayes School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the DFE Guidance.

As an integral part of the teaching and learning of RSHE, children will be given the opportunity to undertake a variety of lessons to learn about themselves and others and how they change. RSHE is a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group.

Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more-able children.

Key Experiences:

Ryders Hayes RSHE curriculum is a bespoke model to cater for the needs of the children and key experiences have been carefully selected to ensure that they allow children to explore/create/ build: possibilities, resilience and independence in line with the DFE guidance.

The Key Experiences include:



| | <i>Autumn 1</i> | <i>Autumn 2</i> | <i>Spring 1</i> | <i>Spring 2</i> | <i>Summer 1</i> | <i>Summer 2</i> |
|---------------|--|--|---|---|---|---|
| Year 1 | Relationships – Be Yourself Ryders Learning characters <i>How do I feel?</i> | Health and Wellbeing – Aiming High <i>What are star qualities?</i> | Living in the Wider World – Britain <i>What is a community?</i> | Living in the Wider World – Money Matters <i>What do I know about money?</i> | Health and Wellbeing – It's My Body <i>How do I keep my body healthy?</i> | Relationships – TEAM <i>What is a TEAM?</i> |
| Year 2 | Relationships – VIPs Ryders Learning characters <i>Who are VIPs in my life?</i> | Health and Wellbeing – Think Positive <i>What makes me happy?</i> | Living in the Wider World – Respecting Rights <i>What are my rights?</i> | Living in the Wider World – One World <i>What makes places special?</i> | Health and wellbeing – Safety First <i>How can I stay safe?</i> | Relationships – Growing Up <i>How am I growing up?</i> |
| Year 3 | Relationships – Be Yourself Ryders Learning characters <i>How do I read feelings?</i> | Health and Wellbeing – Aiming High <i>How can I have a positive attitude?</i> | Living in the Wider World – Britain <i>What does it mean to be British?</i> | Living in the wider world – Money Matters <i>Where does money come from and go?</i> | Health and Wellbeing – It's My Body <i>How can I make healthy choices?</i> | Relationships – TEAM <i>Can I work in a TEAM?</i> |
| Year 4 | Relationships – VIPs Ryders Learning characters <i>How can I build friendships?</i> | Health and Wellbeing – Think Positive <i>How can I look after my mental health?</i> | Living in the Wider World – Respecting Rights <i>What are human rights?</i> | Living in the Wider World – One World <i>What similarities/differences are here in people's lives?</i> | Health and Wellbeing – Safety First <i>Is the situation risky/dangerous?</i> | Relationships – The Resilient Classroom/Growth Mindset <i>How can I build my own resilience?</i> |
| Year 5 | Relationships – Be Yourself Ryders Learning characters <i>What makes me unique?</i> | Health and Wellbeing – Aiming High <i>What are my achievements?</i> | Living in the Wider World – Britain <i>What is democracy?</i> | PSHE and Citizenship – Living in the Wider World <i>What is 'value for money'?</i> | Health and wellbeing – It's My Body <i>What happens during puberty?</i> | Relationships – TEAM <i>How can I work collaboratively?</i> |
| Year 6 | Relationships – VIPs Ryders Learning characters <i>How can I care for my VIPs?</i> | Health and wellbeing – Think Positive <i>How can I manage my feelings?</i> | Living in the Wider World – Respecting Rights <i>How can I be rights respecting?</i> | Living in the wider world – One World <i>How can I be a global citizen?</i> | Health and wellbeing – Safety First <i>How am I responsible for my own safety?</i> | Relationships – Growing Up <i>How am I changing?</i> |
| | Harvest Festival Remembrance Day Black History Month Weekly Votes for Schools Mental Health Week Anti-bullying Week | | Science week March Weekly Votes for Schools Children's mental health week | | Weekly Votes for Schools Transition | |

Lessons are taught for one hour in all classes by the class teacher.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Ensure that only pupils from Year 5 onwards are taught this topic.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Teaching and Learning in RSHE will be in line with the school's Behaviour Policy, which provides for all learning needs and outlines guidelines for conduct in lessons for pupils and staff.

All adults working with children have a part to play in supporting the delivery of RSHE.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

RSHE will be taught in the context of relationships and health at primary school as stated in Government guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

https://assets.publishing.service.gov.uk/media/68b96b003f3e5483efdba9b4/Relationships_Education_RSE_and_Health_Education.pdf

RSHE will promote self-esteem and emotional health and well-being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos

- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Any disclosures in school will be referred to the designated safeguarding lead using CPOMS, and the safeguarding policy will be adhered to.

Health and Safety

This policy needs to be read alongside our Health and Safety Policy. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out RSHE activities.

Assessment

Opportunities for assessing the impact will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within RSHE. Methods of assessment will vary as appropriate to the learning. An example of pupil assessment is mind maps created at the start of the topics to show current knowledge, which are added in pink pen at the end to record learning that has taken place. In RSHE, the use of technology may also be used to record and gain evidence of children's knowledge and skills.

The teaching and learning of RSHE will be monitored through the analysis of medium-term planning, Me in My World books, pupil voice interviews, analysis of assessment data, scrutiny of work samples, completion and recording of RSHE to assess skills and knowledge and learning walks, in line with the School Development Plan.

A portfolio of work from Y1 to Y6 will show examples of MIMW/RSHE work, as well as appropriate evidence from EYFS – Understanding the World, and will be used to support judgements.

The Local Governing Board will review this policy annually and assess its implementation and effectiveness.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, it makes pupils feel safe and supported and able to engage with the key messages.

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will give careful consideration to the level of differentiation needed.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

RSHE resources are viewed and checked by the RSHE and MIMW Leader. If new or additional resources are required this is the responsibility of the RSHE and MIMW Leader to source as well as replenish necessary resources.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:

§ This policy

§ The [Teachers' Standards](#)

§ The [Equality Act 2010](#)

§ The [Human Rights Act 1998](#)

§ The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session

- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies that don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board (Trustees) will approve the RSHE policy framework. and has delegated the school-specific adaptations in this policy to the Local Governing Board for final approval at each school. The Local Governing Body will hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers.,

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Mrs J Paul.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The RSHE Leader at the school is Miss L Smith.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships or health education, which also includes elements of the statutory Science curriculum.

Parents will be informed prior to puberty sessions (Health Education) being delivered in Y5. Parents will be invited into school so the content of these lessons can be shared and explained.

Behaviour expectations will be discussed with the children at the start of puberty sessions.

10. Training

Staff are trained on the delivery of RSHE as part of their induction, and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE Lead (Miss L Smith) through:

- Supporting colleagues in teaching the subject content and developing their skills in planning, teaching and assessing RSHE
- Renewing, updating and overseeing the audit of resources needed to deliver the curriculum
- Monitoring and evaluate the learning and teaching of RSHE through learning walks and book trawls
- Communicating findings, ideas and resources and having an open-door policy for suggestions and questions.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by RSHE Lead Miss L Smith annually. At every review, the policy will be approved by the Local Governing Body.

Appendix 1: Curriculum map



MIMW RSE overview – 2025

Relationships

Health & Wellbeing

Living in the Wider World



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---|--|--|--|--|
| Year 1 | Relationships – Be Yourself Rydere Learning characters <i>How do I feel?</i> | Health and Wellbeing – Aiming High <i>What are star qualities?</i> | Living in the Wider World – Britain <i>What is a community?</i> | Living in the Wider World – Money Matters <i>What do I know about money?</i> | Health and Wellbeing – It's My Body <i>How do I keep my body healthy?</i> | Relationships – TEAM <i>What is a TEAM?</i> |
| Year 2 | Relationships – VIPs Rydere Learning characters <i>Who are VIPs in my life?</i> | Health and Wellbeing – Think Positive <i>What makes me happy?</i> | Living in the Wider World – Respecting Rights <i>What are my rights?</i> | Living in the Wider World – One World <i>What makes places special?</i> | Health and wellbeing – Safety First <i>How can I stay safe?</i> | Relationships – Growing Up <i>How am I growing up?</i> |
| Year 3 | Relationships – Be Yourself Rydere Learning characters <i>How do I read feelings?</i> | Health and Wellbeing – Aiming High <i>How can I have a positive attitude?</i> | Living in the Wider World – Britain <i>What does it mean to be British?</i> | Living in the wider world – Money Matters <i>Where does money come from and go?</i> | Health and Wellbeing – It's My Body <i>How can I make healthy choices?</i> | Relationships – TEAM <i>Can I work in a TEAM?</i> |
| Year 4 | Relationships – VIPs Rydere Learning characters <i>How can I build friendships?</i> | Health and Wellbeing – Think Positive <i>How can I look after my mental health?</i> | Living in the Wider World – Respecting Rights <i>What are human rights?</i> | Living in the Wider World – One World <i>What similarities/differences are here in people's lives?</i> | Health and Wellbeing – Safety First <i>Is the situation risky/dangerous?</i> | Relationships – The Resilient Classroom/Growth Mindset <i>How can I build my own resilience?</i> |
| Year 5 | Relationships – Be Yourself Rydere Learning characters <i>What makes me unique?</i> | Health and Wellbeing – Aiming High <i>What are my achievements?</i> | Living in the Wider World – Britain <i>What is democracy?</i> | PSHE and Citizenship – Living in the Wider World <i>What is 'value for money'?</i> | Health and wellbeing – It's My Body <i>What happens during puberty?</i> | Relationships – TEAM <i>How can I work collaboratively?</i> |
| Year 6 | Relationships – VIPs Rydere Learning characters <i>How can I care for my VIPs?</i> | Health and wellbeing – Think Positive <i>How can I manage my feelings?</i> | Living in the Wider World – Respecting Rights <i>How can I be rights respecting?</i> | Living in the wider world – One World <i>How can I be a global citizen?</i> | Health and wellbeing – Safety First <i>How am I responsible for my own safety?</i> | Relationships – Growing Up <i>How am I changing?</i> |
| | Harvest Festival Remembrance Day Black History Month Weekly Votes for Schools Mental Health Week Anti-bullying Week | | Science week March Weekly Votes for Schools Children's mental health week | | Weekly Votes for Schools Transition | |

Appendix 2: By the end of primary school pupils should know

| Topic | Pupils should know |
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| Families and people who care for me | <ul style="list-style-type: none"> · That families are important for children growing up because they can give love, security and stability · The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives · That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care · That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up · That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> · How important friendships are in making us feel happy and secure, and how people choose and make friends · The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties · That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships · That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it |

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| | <ul style="list-style-type: none"> · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened · About managing conflict with kindness and respect, and that violence is never right · How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed |
| <p>Respectful, kind relationships</p> | <ul style="list-style-type: none"> · The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated · The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults · How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration · That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs · The practical steps they can take in a range of different contexts to improve or support their relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity · Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. · About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help · How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust |

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| | <ul style="list-style-type: none"> · What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype |
| <p>Online safety and awareness</p> | <ul style="list-style-type: none"> · That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child · That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults · That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online · How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met · How information and data is shared and used online, including where pictures or words might be circulated · Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up · That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online |

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust
- How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so
- Where to get advice, for example from their family, school and/or other sources