



## **Relationships, Sex and Health Education (RSHE) Policy**

**Approved by Governors : May 2026**

**Review date: May 2027**

## Definition, aims and rationale

RSHE at Falcon Junior School equips pupils with the knowledge, skills, and values to thrive in a digital, diverse, and complex world. In line with the 2025 DfE guidance, our curriculum promotes emotional, social, and physical development, preparing pupils to live safely and responsibly both online and offline.

Our aims are to:

- Promote respectful relationships and gender equality
- Tackle misogyny and harmful stereotypes
- Build digital literacy, including awareness of AI and deepfake risks
- Support mental wellbeing and personal safety
- Foster inclusive attitudes and celebrate diversity

Our aim is for all children to be happy, healthy and safe. It is important that our whole 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):** In this school, we define Sex Education as: learning the main external body parts, the human body as it grows from birth to old age (including puberty) and specifically focusing on how a baby is conceived and born in line with the national curriculum for science.

RSHE is delivered within the framework of the Equality Act 2010, ensuring all pupils feel represented and respected.

Our RSHE programme is underpinned by the Falcon Values: Respect, Kindness, Resilience, Positivity, Creativity and Aspiration.

At Falcon Junior School, we provide a safe, encouraging and engaging learning environment that enables all children to develop the skills, knowledge and attitudes to make the most of their lives, now and in the future. Our goal is to build relationship skills, through excellent teaching and a nurturing ethos. We are committed to equality, diversity and inclusion that ensures fair treatment and opportunity for all.

## 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.

- Pupils' voices were heard through surveys, talking to the RSHE lead and the school council.
- Key needs identified include the importance of learning about online safety, respect and managing relationships with others.
- National and local public health data as well as staff views and the needs of the community have informed our curriculum design alongside the statutory guidance. The RSHE Lead and SLT have liaised with governors as well as staff and parents to inform this policy.

### **Roles, responsibilities and staff training**

RSHE is led by the RSHE Lead and delivered by all teaching staff, and is supported by recognised and accredited agencies, SLT and governors. The RSHE Lead receives regular, specialist training to ensure confident, consistent delivery of sensitive topics. All teaching staff also receive specialist training and attend CPD to ensure they are up-to-date with curriculum requirements and statutory guidance. All staff receive annual safeguarding updates in line with KCSIE and DfE guidance.

Leadership responsibilities include:

- Monitoring teaching quality and assessment through learning walks, team planning, and informal observations
- Identifying training needs in emerging areas such as: online safety, AI literacy and safeguarding.
- Ensuring curriculum alignment with statutory guidance and school values
- This policy was produced by SLT and the RSHE Lead with all staff, governors, pupils and parents.
- We may use external contributors to deliver aspects of the RSHE curriculum as and when appropriate. We ensure that they are supported by a member of staff at all times, whose credentials have been checked and materials have been reviewed prior to their visit.
- Leaders ensure that staff teach non-biased, accurate and factual information from approved and trusted sources that is positively inclusive.

### **Engaging parents and other stakeholders**

We recognise parents and carers as primary educators in RSHE. The school fosters strong partnerships through:

- Annual workshops covering emerging topics and reviewing teaching resources
- An open-door policy for RSHE discussions
- Transparent communication and consultation

In accordance with the Secretary of State's letter (October 2024), we share RSHE materials with parents and welcome their feedback. Copyright law cannot be used to restrict parental access to teaching resources. As well as putting policies on our website, paper copies of policies and curriculum are available on request.

Parents/carers cannot withdraw their child from Relationships Education or Health Education, but may request withdrawal from non-statutory Sex Education. This must be discussed with the headteacher, who will outline the benefits and potential impacts. The school will respect the decision, document the process, and provide alternative purposeful education.

We are committed to working with parents and carers. Parents and carers are informed about the policy through consultation, meetings, wellbeing cafes and parents' evenings. We foster strong channels of communication between the school and parents/carers of our pupils, considering ways to build on learning at home. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Pupils have been involved in the creation of the RSHE curriculum and their views have been taken into account through pupil voice, responding to their concerns through the use of worry boxes and feelings and wishes. Pupils' needs and issues will continue to be met by the SENDCO, nurture practitioners and the PSA.

### **Policy links and review date**

This RSHE policy complements:

- Positive Behaviour and Combatting Bullying
- AI
- Online safety
- Pupil Code of Conduct
- EDI
- RSHE
- Safeguarding
- Teaching and learning
- Wellbeing
- Young Carers

The policy will be reviewed every two years or sooner if required. The next review is scheduled for September 2028.

## **RSHE Curriculum Design**

### **Curriculum planning**

Our RSHE curriculum is designed to meet the statutory requirements of the 2025 DfE guidance and the Equality Act 2010. It is delivered through a spiral curriculum model, allowing pupils to revisit and deepen understanding over time. Learning in RSHE links to learning in Computing, Science, P.E., R.E, and History. The curriculum is reviewed annually in response to pupil needs and through pupil voice. The school responds to emerging local issues (e.g., police alerts, public health data).

Curriculum themes include:

- Families and relationships
- Online safety and harms
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention and first aid
- Changing adolescent body
- Conception and birth (Sex Education)

Content is adapted to reflect pupil needs and societal developments. Parents/carers will be notified of significant changes and lessons which meet the school's criteria on Sex Education will be identified so it will be clear to them which lesson content they can choose to excuse their child from. Lesson plans are available on request.

The aim of our RSHE curriculum is that pupils will know and understand how to apply the learning to respond to emerging issues. The school will focus on building positive attitudes and skills, promoting healthy norms about relationships and health; including mental health. Pupils feel safe to voice concerns and are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The curriculum is age and key stage relevant.

Pupils are informed of their rights including the legal framework and how to access help to keep themselves and others safe. We promote critical awareness of differing attitudes and

views presented through society, the media and peers to enable the nurturing of personal values on respect.

We use national and local data as well as any issues arising in the local community to respond to pupils' needs; this is monitored through staff feedback and pupil voice. We use trusted resources that have been carefully chosen, in line with the best practice guidance around **How to plan and choose great lessons** from the PSHE Association including: Pol-Ed, PATHS and the PSHE Association.

### **Timetabling**

RSHE is timetabled regularly across all year groups, with additional enrichment through:

- Themed assemblies
- Topic days
- Cross-curricular links

This ensures consistent exposure and reinforcement of key concepts. We allocate discrete weekly curriculum time to RSHE which takes place in class, through themed assemblies and enrichment days such as: Anti- Bullying Week, Children's Mental Health Week, Day of Welcome.

### **Assessment and evaluation in planning RSHE**

Assessment helps us shape RSHE lessons that are relevant, engaging, and meet pupils' needs. We use different types of assessment and feedback to guide planning and improve the curriculum.

- **Baseline assessments** show what pupils already know and help plan medium-term lessons.
- **Endpoint assessments** highlight progress and inform future teaching on similar topics.
- **Evaluation activities** (like pupil voice and staff feedback) help us review and improve the curriculum.
- **Actions from evaluations** include updating lesson content and teaching approaches.
- **Regular feedback** is given to pupils to support their learning and personal development.
- **Distancing techniques** de-personalised teaching through the use of fictional case studies and TV clips to allow pupils to engage objectively with the content

### **RSHE Teaching and Learning**

RSHE is taught in a way that acknowledges all family structures, cultures and beliefs in line with the Equality Act 2010 so that everyone in our community is represented and respected. It is delivered using varied methodologies to support engagement and inclusivity:

- Storytelling and drama
- Discussion and debate
- Private reflection and quizzes
- Independent research and creative presentations
- Role play

Lessons are differentiated to meet the needs of all pupils, including those with SEND and EAL.

### **Establishing a safe learning environment**

Each class creates a working agreement at the start of RSHE to establish boundaries and expectations. This includes confidentiality limits and respectful behaviour. Distancing techniques, such as using fictional characters, help pupils engage without pressure or personal disclosure. We create a safe and supportive learning environment by teaching staff reassuring pupils by establishing ground rules through a class agreement that aligns with our school Golden Rule and our pupil motto: Ready, Respectful, Safe.

### **Responding to questions and disclosures**

Pupils may ask questions openly or anonymously via an 'ask-it-basket'. Teachers respond in an age-appropriate, inclusive manner in line with statutory guidance and curriculum objectives. Inappropriate or personal questions may be declined, with pupils signposted to trusted sources or adults.

Staff are trained to manage safeguarding disclosures. Pupils are informed of how to raise concerns and how these will be handled. In line with *Keeping Children Safe in Education (KCSIE)*, staff involve only necessary personnel and never promise confidentiality.

### **Assessing teaching and learning**

Assessment is embedded into teaching and occurs at the end of each topic. It focuses on:

- Knowledge acquisition
- Values development
- Skills application

Assessment in RSHE is not about tests or pass/fail outcomes. Instead, it helps teachers and pupils understand what has been learned and how understanding has developed over time. It supports high-quality teaching and ensures that learning is meaningful and progressive.

- High expectations are set through clear learning objectives and consistent reflection on progress.
- Progress is captured through written work, pupil voice, self-assessments, and teacher observations.
- Feedback is given regularly through verbal comments, reflection tasks, and peer discussions.