WHITFIELD ASPEN SCHOOL	Learning Together with Aspiration, Imagination, Determination	
Policy title: RSHE (Relationships and Sex Education) plus Scheme of Work	Policy Status: AGREED	Policy Number: POL_059
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1 PURPOSE

This policy describes Whitfield Aspen School's approach to Relationships and Sex Education (RSHE) in line with the DfEE's Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory Guidance, release date July 2025.

2 SCOPE

This policy applies to staff, governors and parents at Whitfield Aspen School.

3 DEFINITION

It is lifelong learning about physical, moral and emotional development. It is about understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

4 STATEMENT OF INTENT

Relationships and Sex Education (RSHE) is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, family life, respect love and care. It is also about the teaching of sex, sexuality and sexual health' (Relationships Education, Relationships and Sex Education (RSHE) and Health Education July 2025).

In our school RSHE is part of the Personal, Social and Health Economic education Curriculum. Units of work have been designed to ensure a sequence of developments of skills, knowledge and attitudes in all children across all Pathways. The taught content of each unit is based on the assessed knowledge of the class and each individual child, ensuring the match of teaching to the maturity of the pupils involved, which may not always be adequately indicated by their chronological age.

5 POLICY

5.1 Aims and Objectives

The importance of RSHE within our school is to provide opportunities for pupils to develop skills, knowledge and the understanding they need to lead confident, healthy and independent lives; enabling them to become informed individuals. RSHE will focus on:

5.2 Attitudes and Values

- Learning about the values of family life and stable relationships.

- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

5.3 **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

5.4 **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction

5.5 **Curriculum Content**

RSHE will be taught throughout the school using the Kapow PSHE/RSHE Scheme of work. The focus will be on children being able to understand the importance of:

- Relationships & friendships
- Personal boundaries & body safety
- Safeguarding & abuse
- Online safety
- Social media & gaming
- Mental wellbeing
- Loss & bereavement
- Bullying
- Families & inclusion
- Stereotypes
- Physical health
- Food & nutrition

We fully recognise that the primary role in children's sex and education lies with parents and carers. We wish to build a positive and supportive relationship with parents and carers and are keen therefore to:

- Inform parents about RSHE policy and practice.
- Encourage parents to be involved in reviewing the school policy or arrangements for RSHE in schools.

5.6 **Assessment and Monitoring**

Teachers assess work in RSHE by making informal judgements as they observe them during lessons and through class discussions out of directed RSHE teaching. At present there is no formal assessment of RSHE. The PSHE subject leaders are responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders will support colleagues in the teaching of RSHE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

5.7 **Right to withdraw**

Parents do have the right to withdraw their child from the non-statutory elements of the RSHE programme. If a parent wishes their child to be withdrawn, they should write to the Head teacher and make it clear which aspects of the programme they do not wish their child to participate in. Many elements of the programme are taught through the statutory Science Curriculum and children cannot be withdrawn from these elements.

5.8 **SCHEME OF WORK FOR WHITFIELD ASPEN SCHOOL**

Children learn about RSHE as part of their personal, social and health education. RSHE is not isolated but is taught within a framework of caring relationships, families, friends, values and responsibilities. A whole range of teaching approaches are used which will allow children to learn in a caring and sensitive way. Teachers are sensitive to religious, cultural and family values and ensure that all children's backgrounds and experiences are recognised and valued. The Kapow scheme of work is progressive and the learning in each year group builds on previous learning. Many elements of the program are also taught through the statutory Science Curriculum; here are the learning outcomes for the RSHE lessons for each year group.

Year Group	RSHE Objectives	Key Vocabulary
Reception	• Know families can look different and that caring relationships help children feel safe and happy. • Develop kind, welcoming friendships; recognise feelings and when something does not feel right. • Understand simple boundaries in play, privacy and that their body belongs to them; identify trusted adults and ask for help.	family, care, love, friend, kind, feelings, body, private, boundary, safe, unsafe, trusted adult
Year 1	• Recognise features of safe, happy family life and respect different family structures. • Develop friendship skills: kindness, sharing, inclusion, manners and resolving simple disagreements. • Understand personal space, appropriate/unsafe contact and that unsafe secrets should be shared; know how to seek help.	family, security, respect, friendship, kindness, inclusion, manners, personal space, private, appropriate, unsafe, help
Year 2	• Understand healthy friendships involve respect, honesty, trust, loyalty, kindness and support. • Recognise loneliness, exclusion and bullying; know violence is never an appropriate way to manage conflict. • Set and respect boundaries; recognise when a relationship feels unhappy or uncomfortable and keep asking for help until heard.	healthy friendship, honesty, trust, loyalty, respect, loneliness, exclusion, bullying, conflict, boundary, support
Year 3	• Respect differences in people, families, beliefs and preferences; understand and challenge stereotypes. • Communicate needs and boundaries assertively and manage disappointment, frustration and friendship conflict kindly. • Understand respectful online behaviour, privacy and personal information; recognise online bullying and report concerns.	difference, stereotype, self-respect, assertive, controlling, conflict, online, privacy, personal information, bystander, report
Year 4	• Recognise healthy and harmful relationships and understand the importance of respecting boundaries with peers and adults. • Recognise pressure and controlling behaviour; develop strategies to resist pressure and seek support.	healthy, harmful, boundary, pressure, peer pressure, assertive, controlling, privacy, location settings, harmful content, report

	• Know people online may pretend to be someone else; understand privacy/location settings, harmful contact/content and that shared material can circulate.	
Year 5	• Recognise emotional, physical and sexual abuse in an age-appropriate safeguarding context; know abuse is never the child's fault and how to report concerns. • Understand body ownership, privacy and correct names for body parts; learn about puberty, menstruation and physical/emotional changes. • Evaluate online relationships, resist pressure to share information/images and understand the minimum age for social media accounts.	abuse, body ownership, penis, vulva, vagina, testicles, scrotum, nipples, puberty, menstruation, pressure, social media, report
Year 6	• Consolidate positive relationship skills: mutual respect, self-respect, boundaries, assertiveness, conflict management and seeking help. • Recognise unsafe/harmful relationships and online risks; protect personal information, respond to harmful contact/content and report concerns. • Prepare for adolescence and secondary school. Where the school provides primary sex education, learn age-appropriate factual content about conception and birth.	mutual respect, self-respect, boundary, assertive, harmful relationship, online risk, adolescence, reproduction, conception, pregnancy, birth

Note: DfE specifies content to be covered by the end of primary, not objectives for individual year groups. This is an age-appropriate school progression. Primary sex education is not compulsory; DfE recommends it in Year 5 and/or Year 6.

This new policy was approved by Governors on 7th July 2020 and will be reviewed annually.
Last review: October 2026
Next review: October 2027

This policy should be read and implemented in conjunction with the school's commitment to equality, diversity, and inclusion. All procedures and practices outlined within this policy are underpinned by our duty to promote fairness, eliminate discrimination, and ensure that all individuals are treated with dignity and respect.

We have made the following considerations as to how this draft policy complies with the Equality Act 2010:
[Reviewer to note how terms of the policy would not directly or indirectly discriminate against those with protected characteristics, allowing for reasonable adjustments, and promoting the school's responsibilities under the Public Sector Equality Duty]