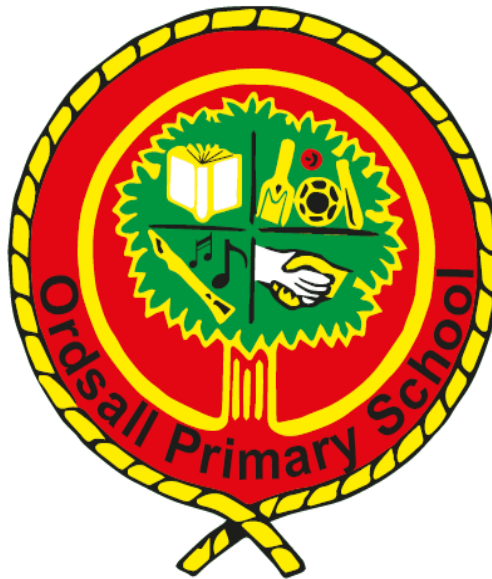




Play, Learn and Grow...Together!

Ordsall Primary School

Relationships, Sex and Health (RSHE) Policy

Date reviewed: September 2026

Reviewed by: Karl Hopkinson (Headteacher)

Approved by: Governing Body

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Statement of Intent

At Ordsall Primary School, our Relationships, Sex and Health Education (RSHE) curriculum supports our vision to Play, Learn and Grow Together and is underpinned by our RESPECT values of Resilience, Effort, Support, Passion, Enrichment, Compassion and Teamwork.

We believe that high-quality RSHE is fundamental to preparing children for life in modern Britain. Through an ambitious, inclusive and age-appropriate curriculum, we equip pupils with the knowledge, understanding, skills and confidence they need to develop healthy relationships, make informed decisions, respect themselves and others, and keep themselves physically and emotionally safe.

Our RSHE curriculum promotes pupils' spiritual, moral, social and cultural development and supports them in becoming respectful, responsible and resilient members of society. It enables children to understand and value diversity, recognise healthy and unhealthy relationships, manage change positively and develop the confidence to seek help when needed.

At Ordsall Primary School, RSHE is far more than learning about relationships or health. It is central to our wider RESPECT curriculum and complements our work in safeguarding, behaviour, personal development, online safety, British Values and the promotion of the protected characteristics. Through carefully planned learning opportunities, pupils are supported to become compassionate, respectful and responsible citizens who are well prepared for the next stage of their education and later life.

We recognise that every child is unique. Our curriculum is carefully adapted to meet the needs of all learners, including pupils with Special Educational Needs and Disabilities (SEND), ensuring every child can access learning at an appropriate level whilst maintaining high expectations for all.

We value the partnership between school and home and believe that parents and carers are children's first educators. We are committed to working openly and collaboratively with families to ensure our RSHE curriculum is transparent, supportive and reflects both statutory requirements and the needs of our school community.

1. Legal Framework

This policy complies with the following guidance and legislation:

- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children
- Ofsted Education Inspection Framework
- Public Sector Equality Duty
- SEND Code of Practice (2015)

This policy should be read alongside the following school policies:

- Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Equality Information and Objectives
- SEND Policy
- Attendance and Absence Policy
- Complaints Policy

2. Definition and Purpose of RSHE

Relationships, Sex and Health Education (RSHE) equips children with the knowledge, understanding, attitudes and practical skills they need to lead safe, healthy and fulfilling lives.

RSHE enables pupils to:

- develop healthy, positive and respectful relationships;
- understand the importance of family, friendship and belonging;
- recognise and manage emotions;
- respect differences and celebrate diversity;
- understand personal boundaries and consent in an age-appropriate way;
- recognise risks both offline and online;
- develop resilience and self-esteem;
- understand how to keep themselves physically and mentally healthy;
- know where and how to seek support when needed.

Our RSHE curriculum extends beyond the biological aspects of human development. It provides pupils with opportunities to develop empathy, responsibility, respect and emotional literacy, enabling them to become confident, informed and responsible members of society.

The curriculum reflects the realities of modern life and prepares children for future learning whilst remaining firmly rooted in the values of kindness, respect and inclusion.

3. Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that:

- the school meets its statutory responsibilities regarding RSHE;
- this policy is reviewed annually;
- the curriculum reflects statutory guidance and the school's ethos;
- leaders effectively monitor the quality of RSHE provision;
- appropriate consultation takes place with stakeholders.

Headteacher

The Headteacher is responsible for:

- the overall implementation of this policy;
- ensuring statutory requirements are met;
- ensuring appropriate staff training;
- monitoring the quality of provision;
- ensuring parents are appropriately informed;
- ensuring safeguarding procedures are followed where concerns arise.

RSHE Lead

The Headteacher, supported by the RESPECT curriculum team, is responsible for:

- overseeing curriculum development;
- monitoring planning and progression;
- ensuring resources remain appropriate and up to date;
- supporting staff with curriculum delivery;
- quality assuring teaching and learning;
- reviewing pupil voice and curriculum impact.

Teachers

Teachers are responsible for:

- delivering the curriculum consistently;
- creating a safe learning environment;
- establishing clear ground rules;
- responding appropriately to pupils' questions;
- adapting teaching to meet pupils' individual needs;
- following safeguarding procedures where necessary.

Parents and Carers

Parents and carers play a vital role in supporting children's personal development.

The school will work in partnership with families by:

- sharing curriculum information;
- informing parents of any non-statutory sex education;
- providing opportunities to discuss the curriculum;
- responding sensitively to questions or concerns.

Parents are encouraged to reinforce learning at home through open and supportive conversations.

Pupils

Pupils are expected to:

- participate respectfully;
- listen to others' views;
- respect differences;
- contribute positively;
- follow agreed class discussion rules;
- seek support from trusted adults where needed.

4. Curriculum Intent

At Ordsall Primary School, our RSHE curriculum has been carefully designed to provide pupils with the knowledge, understanding, skills and values they need to build healthy relationships, keep themselves safe and make informed decisions throughout their lives.

Our curriculum is fully aligned with the statutory requirements for Relationships Education and Health Education and is delivered through our wider RESPECT curriculum, ensuring learning is meaningful, progressive and relevant to pupils' lives.

The curriculum is designed to:

- develop children's understanding of healthy, respectful relationships;
- promote kindness, empathy and respect for others;
- support pupils to recognise and manage their emotions;
- help children understand how to keep themselves physically and mentally healthy;
- teach children how to recognise and respond to risks, including online;
- celebrate diversity whilst promoting equality, inclusion and respect;
- prepare pupils for the physical and emotional changes they will experience as they grow;
- develop pupils' confidence to seek help, ask questions and make informed choices.

Our curriculum is progressive from Nursery to Year 6, building upon prior learning through a carefully sequenced spiral approach. Key concepts are revisited throughout a child's primary education, enabling pupils to deepen their understanding and apply learning in increasingly complex situations.

The curriculum reflects the needs of our pupils and local community whilst remaining firmly rooted in our school vision and RESPECT values.

5. Curriculum Implementation

RSHE is delivered through our weekly RESPECT curriculum, alongside planned opportunities throughout school life to reinforce key messages and develop children's personal, social and emotional understanding.

Learning takes place through a wide range of experiences including:

- weekly RESPECT lessons;
- assemblies;
- Picture News;
- circle time and class discussions;
- educational visits and visitors;
- themed curriculum days and national awareness events;
- science lessons;
- computing and online safety lessons;
- physical education;
- pastoral support and everyday classroom interactions.

Our curriculum is delivered using a range of engaging and age-appropriate teaching approaches including:

- discussion and debate;
- storytelling;
- role play;
- collaborative learning;
- problem solving;
- scenario-based learning;
- videos and high-quality texts;
- reflection activities.

Teachers establish clear ground rules at the beginning of learning to ensure pupils feel safe, respected and able to contribute appropriately. Children are encouraged to ask questions and express opinions respectfully whilst recognising that others may hold different views and experiences.

Where external visitors contribute to the curriculum, they enhance rather than replace the planned programme of study. All visitors are appropriately quality assured and work alongside school staff, who remain responsible for the learning, behaviour and safeguarding of pupils at all times.

The curriculum is carefully adapted to meet the needs of individual pupils, ensuring all children, including those with SEND, can access learning successfully through appropriate scaffolding, resources and adult support.

6. Curriculum Content

The Relationships, Sex and Health Education curriculum at Ordsall Primary School is carefully sequenced from Nursery to Year 6 to ensure pupils develop secure knowledge, understanding and skills over time.

Our curriculum has been designed around two complementary forms of knowledge.

Substantive Knowledge

Substantive knowledge is the essential knowledge pupils need to know and remember.

Within RSHE this includes knowledge about:

- families and relationships;
- health and wellbeing;
- personal safety;
- online safety;
- physical development;
- emotional wellbeing;
- citizenship;
- equality and diversity;
- financial education.

This knowledge is deliberately revisited and built upon throughout pupils' time at Ordsall Primary School.

Disciplinary Knowledge

Alongside substantive knowledge, pupils develop disciplinary knowledge by learning how to think, make decisions and act responsibly in real-life situations.

Within the RESPECT curriculum, disciplinary knowledge is organised into three strands:

- **Relationships** – developing the knowledge and skills needed to build and maintain respectful relationships, communicate effectively, recognise healthy and unhealthy behaviours, establish boundaries, understand consent and seek support when required.
- **Living in the Wider World** – developing responsible citizens who understand rights and responsibilities, democracy, equality, diversity, financial education and how to navigate increasingly complex online and offline communities safely.
- **Health and Wellbeing** – developing pupils' understanding of physical health, mental wellbeing, healthy lifestyles, emotional regulation, resilience, risk management and personal safety.

These disciplinary strands enable pupils to apply their learning confidently beyond the classroom and prepare them for life in modern Britain.

Curriculum Threads

The curriculum is organised around nine recurring threads that provide continuity and progression across all year groups:

- Families and Relationships
- Safe Relationships
- Respecting Ourselves and Others
- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work
- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

These threads are carefully sequenced to ensure pupils revisit and deepen their understanding as they move through school, enabling them to make meaningful connections between different aspects of learning and increasingly apply their knowledge independently.

Progression

Learning is progressive from Nursery through to Year 6.

Each component clearly identifies:

- the disciplinary knowledge pupils will develop;
- the substantive knowledge pupils will secure;
- age-appropriate vocabulary;
- opportunities to revisit previous learning;
- links to safeguarding, equality and British Values where appropriate.

This ensures that learning builds logically over time, avoids unnecessary repetition and prepares pupils well for the next stage of their education.

Vocabulary

The curriculum places significant emphasis on the explicit teaching of age-appropriate vocabulary.

Pupils are taught the correct terminology to enable them to:

- communicate confidently and accurately;
- describe feelings and emotions;
- understand healthy relationships;
- recognise risk;
- report concerns clearly;
- access support when needed.

Vocabulary is deliberately revisited and extended throughout the curriculum to support pupils' understanding and communication.

Curriculum Progression Map

The detailed content and progression of the curriculum are set out in the school's RSHE Progression Map, which is available on the school's website.

The progression map identifies the precise substantive knowledge, disciplinary knowledge and vocabulary taught within each year group and demonstrates how learning builds progressively from Nursery to Year 6.

7. Inclusivity and Equal Opportunities

At Ordsall Primary School, we believe that every child has the right to access a high-quality Relationships, Sex and Health Education curriculum that reflects their individual needs and prepares them for life in modern Britain.

Our curriculum promotes respect, equality and inclusion and reflects the school's commitment to ensuring every child feels valued, represented and able to succeed.

Teaching is delivered in accordance with the Equality Act 2010 and promotes respect for the protected characteristics. Pupils are taught to recognise, understand and value diversity whilst challenging stereotypes, prejudice and discrimination in an age-appropriate way.

Teachers carefully consider the needs of individual pupils when planning and delivering learning. Appropriate adaptations are made to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access the curriculum successfully whilst maintaining high expectations.

Adaptations may include:

- adapted resources and vocabulary;
- visual supports and concrete examples;
- additional adult support;
- pre-teaching or overlearning of key concepts;
- smaller group discussions where appropriate;
- adapted questioning and recording methods.

Whilst learning may be adapted, all pupils are entitled to access the full breadth of the curriculum and develop the knowledge, understanding and skills necessary to keep themselves safe and healthy.

8. Safeguarding, Confidentiality and Managing Difficult Questions

Safeguarding

Relationships, Sex and Health Education plays a vital role in safeguarding children.

The curriculum equips pupils with the knowledge and confidence to recognise unsafe situations, understand healthy relationships, identify trusted adults and seek help whenever they feel worried, unsafe or uncomfortable.

Safeguarding themes are woven throughout the curriculum, including:

- recognising healthy and unhealthy relationships;
- understanding personal boundaries and consent;
- recognising bullying and abuse;
- online safety and digital resilience;

- recognising coercion, manipulation and exploitation;
- understanding how and when to report concerns.

The curriculum also develops pupils' ability to make informed decisions and recognise when situations require support beyond the classroom. This reflects the disciplinary knowledge identified within the school's RSHE curriculum.

Any safeguarding concerns arising from RSHE lessons will be managed in accordance with the school's Child Protection Policy.

Confidentiality

Teachers will create a safe, respectful and supportive learning environment where pupils feel confident asking questions and participating in discussion.

Ground rules will be established before learning begins to encourage respectful discussion whilst protecting pupils' privacy.

Staff cannot offer or guarantee confidentiality where a pupil discloses information that indicates they may be at risk of harm.

Where a safeguarding concern is identified, staff will:

- listen carefully and sensitively;
- avoid asking leading questions;
- explain that the information cannot remain confidential;
- record concerns accurately;
- report concerns immediately to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

Managing Difficult Questions

Pupils are encouraged to ask questions throughout the curriculum.

Teachers will answer questions:

- honestly;
- factually;
- using age-appropriate language;
- within the context of the planned curriculum;
- without imposing personal opinions or beliefs.

Where appropriate, teachers may:

- answer a question during the lesson;
- respond individually after the lesson;
- encourage pupils to discuss questions further with their parents or carers;
- seek advice from senior leaders before responding.

If a question indicates that a pupil may be at risk of harm or requires safeguarding intervention, staff will follow the school's safeguarding procedures immediately.

9. Working in Partnership with Parents and Carers

Parents and carers are children's first educators, and Ordsall Primary School values the important role they play in supporting children's personal, social and emotional development.

The school is committed to working openly and collaboratively with families by:

- making this policy available on the school website;
- sharing curriculum information where appropriate;
- providing opportunities for parents to discuss the curriculum;
- responding sensitively to questions and concerns;
- consulting parents when significant curriculum changes are proposed.

We recognise that parents and carers may have different beliefs, experiences and perspectives. Our curriculum is delivered respectfully whilst fulfilling our statutory responsibilities and promoting the values of equality, respect and inclusion.

Parents are encouraged to reinforce learning at home through open and age-appropriate conversations.

10. Withdrawal from Sex Education

Relationships Education and Health Education are statutory subjects and parents do not have the right to withdraw their child from these elements of the curriculum.

At primary school, parents have the right to request that their child be withdrawn from any non-statutory sex education that is delivered beyond the requirements of the National Curriculum for Science.

Requests should be made in writing to the Headteacher.

The Headteacher will discuss any request with parents to ensure they understand the nature and purpose of the learning before reaching a decision.

Where a pupil is withdrawn from non-statutory sex education, appropriate alternative supervised learning will be provided.

11. Assessment

Assessment within RSHE is formative and is used to inform future teaching rather than to judge pupils against fixed attainment criteria.

Teachers assess pupils' understanding through:

- classroom discussion;
- questioning;
- retrieval activities;
- observation;

- pupil reflection;
- learning tasks;
- pupil voice.

Assessment enables teachers to identify misconceptions, celebrate progress and adapt future learning to meet pupils' needs.

Progress is monitored through the development of both substantive knowledge and disciplinary knowledge, ensuring pupils not only know more but are increasingly able to apply their learning confidently in real-life situations.

12. Monitoring, Evaluation and Review

The quality of RSHE is monitored as part of the school's wider curriculum quality assurance programme.

Monitoring activities include:

- lesson visits;
- planning scrutiny;
- work scrutiny;
- pupil voice;
- staff discussions;
- curriculum reviews;
- monitoring of safeguarding themes;
- governor monitoring visits where appropriate.

Leaders evaluate:

- curriculum coverage;
- progression of knowledge and vocabulary;
- quality of teaching;
- pupils' understanding;
- consistency across year groups;
- the effectiveness of adaptations for pupils with SEND.

Findings are used to inform curriculum development, staff training and school improvement priorities.

The Governing Body receives updates regarding the implementation and effectiveness of the curriculum through the Headteacher's Report and curriculum monitoring.

This policy will be reviewed annually or sooner should statutory guidance or local circumstances require.