



## Relationships, Sex and Health Education (RSHE)

*Formerly: Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) Policy*

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

This policy should be read alongside the following policies:  
Learning & Teaching, Safeguarding, Dealing with Bullying, Inclusion

### Policy Review

This Policy was adopted October 2020 and reviewed in May 2026

The Policy will be reviewed in

By the Children & Learning Committee – Onslow Infant School Governing Board

This policy has been developed in consultation with representatives of:

- Senior Leadership Team (SLT)
- The governing body
- Staff with specific responsibility i.e. RSHE Coordinator, Science Coordinator
- Other teaching staff
- Parents

# Relationships, Sex and Health Education (RSHE)

The focus for relationships education in primary schools is teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Relationships education in primary school is anchored in an understanding of positive relationships, but also equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online.

At Onslow Infant School, our RSHE curriculum is strongly tied to our school values. Each child will have equal access to this subject regardless of ability, gender, race and ability.

At Onslow Infant School we aspire to help every child develop as a whole person and we believe that an effective RSHE curriculum can make a significant contribution to their ability to establish and maintain stable and loving relationships. It also encourages our pupils to respect others, make responsible and informed decisions about their health and wellbeing and promotes the British values of tolerance. Our RSHE curriculum is embedded in our values-led curriculum and supports our school motto nurturing confidence, curiosity and creativity.

Appendix 1 shows the statutory government guidance for what should be taught by the end of primary school education and identifies what we teach at Onslow Infant School.

## **Our Curriculum**

- We have adopted the Coram Life Education 'SCARF' scheme of work to fulfil statutory requirements for relationships and health education.
- The SCARF curriculum is available here: [Family SCARF](#). Teaching materials can also be viewed on request to the school.
- Our timetabling of RSHE is flexible and the time allocation for each session will reflect the task.
- A variety of different teaching activities are used to teach RSHE. E.g. circle times, year group assemblies, story times and SCARF lessons.
- Other opportunities to enrich the RSHE curriculum include: Woodland School, Anti-Bullying week, Children's Mental Health Week, SCARF workshops, wear your scarf day, Fire safety with Surrey Fire Service, Rail safety with Network Rail Wessex.
- RSHE lessons focus on the emotional aspects of development and relationships. There is some overlap within our wider school curriculum: computing (esafety), PE (team work, impact of exercise on our mind and body), and science (healthy diet, animals including humans)
- Sex education is not compulsory in primary schools and is not taught at Onslow Infant School.

An example timetable of the SCARF units taught in each year group throughout the year

| Year group | 1 <sup>st</sup> term    | 2 <sup>nd</sup> term | 3 <sup>rd</sup> term | 4 <sup>th</sup> term | 5 <sup>th</sup> term | 6 <sup>th</sup> term |
|------------|-------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Reception  | Me and my relationships | Valuing difference   | Being my best        | Keeping safe         | Rights and respect   | Growing and changing |
| Year 1     | Me and my relationships | Valuing difference   | Being my best        | Keeping safe         | Rights and respect   | Growing and changing |
| Year 2     | Me and my relationships | Valuing difference   | Being my best        | Keeping safe         | Rights and respect   | Growing and changing |

## **Taking account of the age, maturity and needs of the pupils, our relationship, sex and health curriculum aims to:**

- Help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- Give children an understanding of the importance of health and hygiene.
- Develop the skills to cope with the influences of their peers and the media.
- Answer pupils' questions honestly and sensitively – *referring the child to parents where appropriate*.
- Enable children to recognise unsafe situations and be able to protect themselves and know who to ask for help and support.
- Help children to understand the consequences of their actions and behave responsibly within relationships.

## **Onslow Infant School believes that RSHE should:**

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Help children to understand their roles and responsibilities in establishing our school community.
- Affirm family commitment and love, respect and affection, knowledge and openness.
- Recognise that families of many forms provide a nurturing environment for children. Families can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers.
- Illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.
- Encourage students and teachers to share and respect each other's views.
- Recognise that parents and carers are the key people in teaching their children about relationships and growing up and we aim to work in partnership with parents and carers.
- Recognise that the wider community has much to offer and will aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers if appropriate.

## **Principles and Values**

The government set out its definition of British values in the 2011 Prevent Strategy:

**"To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of **democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**"**

At Onslow Infant School, these values are regularly promoted through high quality teaching throughout the curriculum, a rounded programme of assemblies and a positive behaviour policy.

Fundamental British values are also promoted through our Spiritual, Moral, Social and Cultural (SMSC) development of pupils. Our school values have child friendly characters which are displayed as you enter the school and in each classroom.

Our values-led education gives our pupils opportunities to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. We also acknowledge that the British values are not exclusively British and that the school is supportive of the Universal Convention of Human Rights.

### **Whole school Values timetable**

| Half Term 1              | Half Term 2 | Half Term 3 | Half Term 4    | Half Term 5 | Half Term 6 |
|--------------------------|-------------|-------------|----------------|-------------|-------------|
| Belonging and friendship | Respect     | Positivity  | Responsibility | Honesty     | Confidence  |

## **Supporting Pupils with Special Educational Needs**

Relationships education and health education must be accessible for all pupils, including those with special educational needs.

Class teachers may liaise with the special educational needs co-ordinator (SENCO) to make sure:

- the needs of all pupils are met.
- the curriculum is fully accessible.
- education, health and care plans (EHCP) are followed.

Teachers may need to differentiate the curriculum to support pupils with SEND to fully access the curriculum. Our SCARF curriculum gives guidance on how each lesson can be adapted.

## **Confidentiality, Controversial and Sensitive Issues**

Issues discussed within RSHE lessons may raise safeguarding concerns.

In line with our Safeguarding policy, all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect, they are confidential, and the Head Teacher (DSL) or designated safeguarding leads, will only disclose information about a child to other members of staff on a need-to-know basis.

It is important to agree how confidentiality will work in any lesson and that school visitors (to these lessons) have read and agreed to the school's policies on confidentiality and safeguarding.

RSHE shall be taught in a way that does not discriminate or amount to harassment of any protected characteristic.

## **Monitoring and Evaluation of RSHE and Relationships and Sex Education**

Pupils complete a pre and post assessment for each SCARF unit in KS1. Class teachers will use these assessments to identify which children need focused support to achieve the learning objectives. It is the responsibility of the RSHE co-ordinator to oversee and organise the monitoring and evaluation of RSHE in the context of the overall school plans for monitoring the quality of teaching and learning.

## **Right of Withdrawal of Students from Sex Education**

Parents/carers do not have the right to withdraw their child from relationship and health education as it is compulsory education for all pupils in England from September 2020. The right of withdrawal is only applicable to sex education, which may be taught in years 5 and 6 of primary school and in secondary schools.

## Appendix 1:

### Relationships education: curriculum content to be covered by the end of primary school

*Please note: this is what pupils should know by the end of Year 6.*

**We will teach these aspects at an age-appropriate level. Statements with a strikethrough are not taught at Onslow Infant School**

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| Families and people who care for me | <ol style="list-style-type: none"><li>1. That families are important for children growing up because they can give love, security and stability.</li><li>2. The characteristics of healthy family life, 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.</li><li>3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>4. That stable, caring relationships, are at the heart of safe and happy families, and are important for children's security as they grow up.</li><li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>                                        |
| Caring friendships                  | <ol style="list-style-type: none"><li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring and kind friendships.</li><li>3. 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.</li><li>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li><li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li><li>6. How to manage conflict, and that resorting to violence is never right.</li><li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li></ol> |

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| Respectful, kind relationships | <ol style="list-style-type: none"> <li>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example: physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>6. Practical steps they can take, and skills they can develop, in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> <li>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol> |
| Online safety and awareness    | <ol style="list-style-type: none"> <li>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>5. 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.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|            | 6. 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 | <ol style="list-style-type: none"> <li>1. 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 etc.</li> <li>2. The concept of privacy and the implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact including physical, contact.</li> <li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>6. How to report abuse, concerns 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.</li> <li>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ol> |

## health and wellbeing: curriculum content to be covered by the end of primary school

*Please note: this is what pupils should know by the end of Year 6.*

**We will teach these aspects at an age-appropriate level. Statements with a strikethrough are not taught at Onslow Infant School**

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| Mental wellbeing | <ol style="list-style-type: none"> <li>1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li> <li>2. The importance of promoting general wellbeing and physical health.</li> <li>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li> <li>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>6. That isolation and loneliness can affect children, and the benefits of seeking support.</li> </ol> |
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|                             | <ol style="list-style-type: none"> <li>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</li> <li>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li><del>10. That it is common to experience mental health problems, and early support can help.</del></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Wellbeing online            | <ol style="list-style-type: none"> <li>1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li><del>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</del></li> <li>3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li><del>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</del></li> <li>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</li> <li>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>10. That they have rights in relation to sharing personal data, privacy and consent.</li> <li>11. Where and how to report concerns and get support with issues online.</li> </ol> |
| Physical health and fitness | <ol style="list-style-type: none"> <li>1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>3. The risks associated with an inactive lifestyle (including obesity).</li> <li>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Healthy Eating              | <ol style="list-style-type: none"> <li>1. What constitutes a healthy diet (<del>including understanding calories</del> and other nutritional content).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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|                                    | <ol style="list-style-type: none"> <li>Understanding the importance of a healthy relationship with food.</li> <li>The principles of planning and preparing a range of healthy meals.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Drugs, alcohol, tobacco and vaping | <ol style="list-style-type: none"> <li><del>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches,</del></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Health protection and prevention   | <ol style="list-style-type: none"> <li><del>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</del></li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li><del>The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</del></li> </ol> |
| Personal safety                    | <ol style="list-style-type: none"> <li>About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Basic first aid                    | <ol style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## Relevant areas of the wider statutory curriculum for Primary schools in England.

### Key Stage 1: Computing statutory curriculum.

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Key Stage 1: Science statutory curriculum (animals including humans)

- Year One: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

- Year Two: notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.