Relationships, Sex and Health Education (RSHE) Policy

Statement of Intent

Written by	Reviewed and Ratified by Governors	Shared with Staff	Last Updated	Review cycle	Next Review due
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Relationships, Sex and Health Education (RSHE) is a lifelong learning process through which children acquire knowledge, understanding, skills and values that help them to build positive relationships, understand their health and wellbeing, recognise risk and know how to seek help. Effective RSHE makes a significant contribution to pupils' personal development and safeguarding by helping them understand healthy relationships, personal boundaries, physical and mental wellbeing, and how to stay safe both offline and online. The curriculum is designed to respond to the evolving needs of children, including changes in society, technology and online influences, and reflects current and emerging safeguarding priorities.

At Shefford Lower School, RSHE is delivered through our Life Learning curriculum. In the Early Years Foundation Stage this is taught primarily through Personal, Social and Emotional Development (PSED). In Key Stages 1 and 2 it is taught through Personal, Social, Health and Economic Education (PSHE Education), with biological aspects also taught through science and online safety taught primarily through computing and reinforced through Life Learning.

1. Legal Framework

1.1 The Relationships Education, RSHE, and Health Education (England) Regulations 2019 made Relationships Education compulsory in all primary schools and Health Education compulsory in state-funded schools. Sex education is not compulsory in primary schools. The July 2025 statutory guidance is intended for implementation from September 2026 and requires schools to have an up-to-date written policy and to consult parents and carers when developing and reviewing it.

1.2 This policy has due regard to relevant legislation and guidance including, but not limited to:

- DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance, July 2025
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Education Act 1996
- Children and Social Work Act 2017
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education (2026)
- Teachers' Standards

1.3 This policy operates in conjunction with the school's values and the following school policies:

- Anti-Bullying Policy
- Assessment Feedback and Reporting Policy
- Behaviour Policy
- Curriculum Policy
- Early Years Foundation Stage Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Learning and Teaching Policy
- Online Safety Policy
- Physical Education Policy
- PSHE Education Policy
- Religious Education Policy
- Safeguarding Policy
- SEND Information Report
- SEND Policy
- and other linked pastoral or wellbeing documents used by the school.

2. Roles and Responsibilities

2.1 The governing board will be responsible for:

- Approving the RSHE policy
- Holding the headteacher to account for its implementation.

2.2 The headteacher will be responsible for:

- Ensuring that RSHE is taught consistently across the school
- ensuring parents and carers can access curriculum materials in line with statutory expectations
- Ensuring all staff members read and implement this policy.
- managing any concerns or requests relating to withdrawal from non-statutory sex education, though the school does not currently teach sex education beyond statutory science.

2.3 The Life Learning Lead Teacher will be responsible for:

- Monitoring the curriculum, teaching and learning of RSHE across the school in line with statutory guidance, pupil need and school context
- Supporting teachers and staff to deliver effective RSHE
- Maintaining up to date knowledge of RSHE.
- Monitor progress of pupils and quality of teaching within the monitoring cycle including observations, book looks, pupil voice, parent voice, staff voice and scrutiny of planning.

2.4 All teaching and support staff will be responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- reporting safeguarding concerns or disclosures to the DSL or deputy
- supporting classroom provision and targeted interventions where needed.

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2.5 Support staff may deliver or support targeted interventions connected to Life Learning, emotional wellbeing, friendship development or regulation, under the direction of school leaders and within the school's wider pastoral and safeguarding systems.
2.6 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.
2.7 Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity

3. **Objectives**

3.1 The aim of RSHE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive and informed decisions about relationships and health.

3.2 The objectives of Relationships, Sex and Health Education are:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self -esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can grow to lead fulfilling, inclusive and enjoyable lives.
- to help pupils develop communication, decision making and help-seeking skills
- to support pupils to develop healthier, safer lifestyles
- to help pupils access information and support
- to prepare pupils for change and transition.

3.3 These objectives reflect the school's values of kindness, respect, honesty, enjoyment, determination and community.

4. Definition

4.1 For the purpose of this policy, RSHE is about the emotional, social and cultural development of pupils. It involves learning about relationships, healthy lifestyles, diversity, personal identity, safety and wellbeing.

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

4.3 RSHE is not about the promotion of sexual activity.

5. Curriculum

5.1 The RSHE curriculum is set out through the school's Life Learning curriculum overview and the appendices to this policy. It may be adapted where necessary to respond to the needs and context of pupils. If the school needs to address an emerging issue in an age-appropriate way, parents and carers will be informed of any significant deviation from the published policy in advance and relevant materials will be shared on request.

5.2 The curriculum has been developed in consultation with staff, pupils, parents and carers, taking into account statutory requirements, the PSHE Association Programme of Study, the developmental stage and readiness of pupils, local context and safeguarding priorities, and the needs of pupils with SEND and other vulnerabilities.

5.3 As Shefford Lower School is currently a lower school, RSHE consists of statutory Relationships Education, statutory Health Education, the science content required by the National Curriculum, and wider PSHE Education content delivered through Life Learning. The school does not currently teach sex education beyond the statutory science curriculum. If the age range of the school changes in future, this policy and curriculum will be reviewed and amended to reflect the statutory requirements and developmental needs of pupils at that time.

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5.4 In Year 4, teaching about growing and changing includes age-appropriate learning about body changes, emotions, personal hygiene and menstruation. This content is taught as part of Health Education and is included so that pupils are prepared for changes they or their peers may experience. Pupils are also taught the correct anatomical terminology for body parts, including external genitalia, in an age-appropriate way. This supports safeguarding by helping children to talk clearly about their bodies, understand privacy and body ownership, recognise unsafe situations and seek help from trusted adults. Parents and carers will be informed before specific vocabulary linked to growing and changing or body safety is taught, and will be able to view relevant curriculum information and resources. Where individual pupils need information earlier because of developmental, health, safeguarding or pastoral needs, this will be handled sensitively and in partnership with parents and carers where appropriate.

5.5 If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, using professional judgement and working in partnership with parents and carers where appropriate, so that pupils are supported and do not seek answers from unreliable or unsafe sources online.

6. Delivery of RSHE

6.1 RSHE is delivered through the Life Learning curriculum in carefully sequenced, manageable units. Effective teaching breaks down core knowledge and skills into well-sequenced steps so that pupils can build understanding and apply learning in real-life situations.

6.2 In the Early Years Foundation Stage, RSHE learning is embedded through PSED and daily provision. In Key Stages 1 and 2, RSHE is taught primarily through PSHE Education as part of the Life Learning curriculum. Biological aspects are taught through science. Online safety is taught primarily through computing and reinforced through Life Learning where it relates to relationships, wellbeing, privacy, personal safety, decision-making, harmful content, online influence, reliability of information, trusted adults and help-seeking.

6.3 The school recognises that children's online experiences continue to change, including through emerging technologies such as artificial intelligence. This does not create a separate Life Learning unit or curriculum heading; instead, relevant messages will be addressed in an age-appropriate way through the computing curriculum, online safety work and Life Learning where they support pupils' safety, wellbeing and understanding of the online world.

6.4 The school will make sure that:

- core knowledge is sectioned into manageable units
- required content is communicated clearly in a carefully sequenced way
- teaching includes sufficient opportunities for pupils to practise and apply learning
- assessment identifies where pupils may need additional support or intervention.
- protective and preventative content is taught in a calm, factual and proportionate way, without causing unnecessary alarm or normalising risky behaviours.

6.5 Wider opportunities may also support pupils' learning and wellbeing, for example through extracurricular provision such as wellbeing club and a range of sports activities.

6.6 Where appropriate, the school may seek advice from external professionals, such as the school nursing team, to support curriculum planning, staff confidence and inclusive delivery. This may include advice on growing and changing, menstruation, personal hygiene, emotional wellbeing, safeguarding messages and how to make key knowledge accessible for pupils with SEND. External advice is used to strengthen school-led teaching and does not replace the responsibility of school staff to deliver the curriculum in line with this policy.

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6.7 Staff delivering RSHE will be alert to pupils whose responses or engagement may indicate mental health concerns, and will report these appropriately.

7. Inclusivity

7.1 RSHE will be taught in a manner that:

- considers how a diverse range of pupils will relate to the content
- is sensitive to all pupils' experiences
- makes pupils feel safe, supported and able to engage with key messages.

7.2 Pupils may access learning in different ways, including:

- whole-class teaching
- small-group or targeted sessions
- one-to-one discussion where appropriate
- adapted materials and scaffolded approaches.

7.3 The school recognises that some pupils may be particularly vulnerable or require additional adaptation, including but not limited to pupils with SEND, SEMH needs, English as an additional language, speech, language and communication needs, disadvantage, previous involvement with social care, looked after or previously looked after status, young carer responsibilities, or refugee or asylum-seeking family circumstances.

7.4 The school's KS1/2 alternative provision, The Orchard, follows the same curriculum principles, but teaching may be adapted, revisited, chunked or delivered through targeted support to reflect pupils' SEMH needs and readiness to engage.

7.5 Adaptations may include pre-teaching vocabulary, visual supports, modelling, social stories, scaffolded discussion, drawing or role play instead of extended writing, small-group follow-up, adult support and flexible ways of demonstrating understanding.

7.6 For pupils with SEND, the school will not assume that exposure to a lesson means that key knowledge has been understood. Staff will use assessment, observation, pupil voice and professional knowledge of the child to check understanding and identify where learning needs to be revisited, over-taught or taught in a different way. This is particularly important for knowledge linked to personal safety, trusted adults, body ownership, privacy, consent, online safety, health, hygiene and help-seeking. This includes adapting online safety messages, including those linked to emerging technologies, so that pupils with SEND understand the key protective knowledge they need, such as who to ask for help, what to do if something online worries them, and how to recognise when information or contact online may not be safe.

7.7 Some pupils may access Life Learning through personalised or adapted curriculum pathways, including Roots, Leaves and Wings, where relevant. These pathways support pupils to develop life skills, communication, independence, emotional regulation and key safeguarding knowledge at an appropriate developmental level. Teaching may be repeated, simplified, modelled or delivered through practical routines so that pupils can understand and apply essential messages in real-life contexts.

7.8 Teaching materials and examples will reflect a diverse range of families, communities and lived experiences so that all pupils feel represented and respected and no child is stigmatised because of their home circumstances or vulnerabilities. The school teaches about families sensitively and inclusively, recognising that families may include single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster carers, kinship carers, looked-after children and young carers.

8. Use of Resources

8.1 The school will consider whether any resources planned for use:

- are aligned with the statutory RSHE guidance
- support pupils in applying their knowledge in different contexts
- are age-appropriate and developmentally appropriate
- are evidence-based and factually accurate
- fit within the school's planned curriculum
- are from credible sources
- are compatible with effective teaching approaches
- are accessible for all pupils, including those with SEND
- are sensitive to pupils' experiences and are unlikely to provoke distress.
- where digital or online materials are used, are not unnecessarily restricted by over-blocking where this would prevent access to age-appropriate curriculum content, while still maintaining appropriate safeguarding, filtering and monitoring arrangements.

8.2 The school subscribes to the PSHE Association and may also use high-quality resources from respected organisations such as the NSPCC, Pol-Ed and Muse Wellbeing where these support intended learning outcomes and meet the school's quality assurance criteria. Advice may also be sought from the school nursing team or other appropriate health or safeguarding professionals where this would support accuracy, age-appropriateness or accessibility for pupils with SEND.

8.3 During consultation, the school will share the draft policy, Life Learning curriculum overview, statutory and non-statutory coverage information, and representative examples of resources where available. Parents and carers will also be informed how they can request to view more detailed lesson materials or resources. All final curriculum materials used to teach RSHE can be viewed by parents and carers on request. Copyright restrictions may affect whether materials are shared electronically or viewed in school, but copyright will not be used as a reason to refuse reasonable access.

9. Use of External Organisations and Materials

9.1 External visitors may be used occasionally to enhance provision, for example during Healthy Me work or where specialist input supports the curriculum. This may include services such as the dental nurse, fire service, police service or other suitable agencies, depending on need.

9.2 The school will make appropriate checks and engage with external agencies to ensure that their approach and materials are accurate, age and stage appropriate, unbiased and in line with legal duties.

9.3 The school will:

- ask to see materials and lesson content in advance
- check credentials and suitability
- ensure external input fits the intended curriculum outcome
- ensure the class teacher remains in the room
- ensure safeguarding procedures and confidentiality expectations are agreed in advance
- ensure all external materials can be shared with parents and carers if requested
- not work with agencies that take extreme political positions or refuse to allow materials to be shared with parents.

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9.4 If an external session moves away from the intended curriculum outcome, is not age-appropriate, or does not align with this policy, the school will stop the session.

10 **Assessment**

10.1 Shefford Lower School has high expectations of pupils' work in RSHE, as in other areas of the curriculum. A strong curriculum builds on prior knowledge and includes regular feedback on pupil progress.

10.2 Baseline and end-point assessment are used within each topic to identify starting points, misconceptions and progress over time.

10.3 Teaching is formatively assessed and information is used to identify where pupils may need additional support, intervention or revisiting of learning.

10.4 Monitoring and assessment evidence may include:

- pupil voice
- observations
- work scrutiny or book looks
- teacher assessment
- self-evaluation
- planning scrutiny
- staff voice
- parent voice
- moderation against the school's Life Learning framework.

10.5 Assessment remains inclusive and pupils may demonstrate learning through talk, drawing, practical activities, role play or written outcomes, as appropriate.

11 OFSTED

11.1 Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection, including within personal development, behaviour and attitudes, safeguarding and pupils' wider development.

11.2 The school recognises that high-quality RSHE is especially important for vulnerable pupils who may need additional support to understand safety, healthy relationships, boundaries and how to seek help.

12 Training

12.1 Staff are trained on the delivery of RSHE as part of their induction and through the school's continuing professional development programme.

12.2 Training is updated in response to changes in statutory guidance, curriculum priorities or identified staff need.

12.3 The school may draw on external support and specialist input where appropriate to strengthen staff confidence and subject knowledge. External visitors delivering RSHE content are quality assured in advance and sessions are supervised in line with safeguarding procedures.

12.4 RSHE training for staff includes safeguarding elements, particularly recognising disclosures and understanding how RSHE content relates to keeping children safe.

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13, Right to be Withdrawn

13.1 Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education in primary schools.

13.2 Shefford Lower School does not currently teach sex education beyond the statutory science curriculum. Therefore, in practice, there is no planned non-statutory primary sex education from which a pupil would normally be withdrawn.

13.3 If the school were to introduce any sex education beyond statutory science in future, parents and carers would be consulted and informed in advance, and any withdrawal process would follow current statutory guidance.

13.4 If a parent or carer raises concerns about curriculum content, a discussion will be held with the headteacher to clarify the nature and purpose of the curriculum and to discuss how materials can be viewed.

13.5 Where relevant in future, requests to withdraw a child from non-statutory sex education should be made in writing using the form in Appendix 4. The headteacher will consider and approve withdrawal requests in line with statutory guidance, and a record of the discussion will be kept.

13.6 The school will ensure that any pupil not participating in a particular element of teaching receives appropriate, purposeful education during that time.

14. Confidentiality and Child Protection

14.1 A child's confidence will be respected unless it is unsafe to do so, in which case the procedures in the school's safeguarding policy will be followed.

14.2 Effective RSHE may lead to disclosures of safeguarding or child protection concerns. Staff are aware of the procedures for reporting concerns and will act immediately where they have concerns about a child's welfare.

14.3 RSHE teaching may reveal concerns about child-on-child abuse, and that staff will report these following safeguarding procedures

14.4 Staff will follow our school safeguarding and child protection procedures by acting immediately and speaking to a Designated Safeguarding Lead or Deputy, should concerns arise during an RSHE lesson.

14.5 Staff will never promise a child that they will keep information secret if doing so would not be in the child's best interests. Pupils should understand how confidentiality will be handled in lessons and where they can report concerns or seek help.

15. Controversial and Sensitive Issues

15.1 Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias.

15.2 In accordance with Teachers' Standards, topics are presented using a range of views and beliefs where appropriate so that pupils can form informed opinions and show respect for others.

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15.3 Teaching will avoid language that normalises harmful behaviour or reinforces harmful stereotypes. Staff will be mindful of everyday sexism, misogyny, misandry, homophobia, biphobia, sexual violence, sexual harassment and prejudicial language, and will challenge these appropriately in an age-appropriate way.

16. Dealing with Questions

16.1 Both formal and informal matters arising from RSHE will be answered according to the age, maturity and needs of the pupil concerned.

16.2 Questions do not always need to be answered immediately or in front of the whole class. Staff may use professional judgement to defer a response, answer later, answer individually, or redirect a pupil to speak to a parent, carer or trusted adult where appropriate.

16.3 If a question raises a safeguarding concern, staff will refer to the DSL or deputy in line with safeguarding procedures.

17. Monitoring and Review

17.1 It is the responsibility of all staff to follow the guidance stated in this policy.

17.2 There is a named governor responsible for the curriculum. This governor will discuss RSHE practice and provide feedback to the governing body, raising any issues that require discussion. The headteacher and senior leadership team will carry out monitoring of RSHE as part of the whole-school monitoring schedule.

17.3 This policy is being developed through:

- Review of national, local and school guidance and information
- Staff consultation
- Working party consultation involving staff and parents to refine draft policy and curriculum
- Wider parent and whole-school consultation
- Pupil consultation where appropriate
- Final review and ratification by governors.

17.4 This policy will be reviewed regularly and updated sooner where statutory guidance, safeguarding guidance, local authority advice, school context, pupil need or consultation feedback indicates that changes are required. As this policy is being developed during a period of national guidance change for implementation from September 2026, the school will complete an interim review before final approval and/or implementation to ensure that it reflects the most current DfE guidance.

17.5 Where national guidance changes after consultation has begun, the school will consider whether any amendments are significant enough to require further communication with parents, carers, staff or governors before the policy is finalised.

18. Openness with Parents and Carers

18.1 The school recognises the important role parents and carers play in supporting children's understanding of relationships, health and wellbeing.

18.2 Parents and carers may speak to their child's class teacher if they wish to view specific resources. Materials may be viewed in school or shared electronically where appropriate, depending on the situation and subject to copyright considerations.

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18.3 The school will proactively engage parents by sharing the curriculum overview, statutory and non-statutory coverage information and, where appropriate, showing examples of resources used to teach RSHE. Parents and carers will be informed when specific growing and changing content, including anatomical vocabulary and menstruation, is due to be taught, so that they understand what will be covered and can support conversations at home.

18.4 All curriculum materials used to teach RSHE can be viewed by parents and carers on request. The school will make clear which information is shared routinely and which more detailed materials can be viewed on request. Copyright affects the way materials are shared, but it will not be used as a reason to refuse access.

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Appendix 1: Life Learning Curriculum Overview

Shefford Lower Curriculum Overview: Life Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	PSED is interwoven into all elements of Nursery in each term on a daily basis, including, but not limited to: Learning and following rules; beginning to recognise and manage our emotions; showing awareness and understanding of hygiene and basic needs through daily routines, sharing and taking turns with others.					
	Settling in andbelonging	Healthy routines, our community	Feelings, kindness and celebrations	Keeping safe and familiar adults	Caring for living things and the environment	Growing independence and transition
Reception	PSED is interwoven into all elements of Reception in each term on a daily basis, including, but not limited to: Learning, following and understanding rules, recognising and managing our emotions; managing hygiene and basic needs through daily routines, building relationships with others.					
	Belonging and friendships	Healthy habits and our community	Recognising feelings and belonging	Staying safe and trusted adults	Life cycles and caring for living things	Growing and moving on
Year 1	Families and belonging	Healthy lifestyles and self-care	Friendships and kindness	Money and economic wellbeing	Safety and managing risk	Growing and changing
Year 2	Families and caring relationships	Healthy bodies and healthy habits	Friendships and feelings	Money, jobs and aspirations	Staying safe and seeking help	Growing and changing
Year 3	Respect, identity and belonging	Healthy living and wellbeing	Healthy friendships	Money and future choices	Safety and personal boundaries	Mental wellbeing and change
Year 4	Respectful relationships	Healthy lifestyles and screen balance	Friendships and peer influence	Economic wellbeing and careers	Safety, consent and managing risk	Growing, changing and transition

Appendix 2: Statutory and Non-Statutory Coverage Grid

This appendix shows where the statutory content for Relationships Education and Health Education is taught through the school's Life Learning curriculum, alongside wider non-statutory PSHE Education content.

Online safety is taught primarily through the computing curriculum and reinforced through Life Learning. This includes age-appropriate teaching about online influence, harmful content, privacy, reliability of online information and emerging technologies such as artificial intelligence, where relevant to pupils' age and experience.

In the Early Years Foundation Stage, these areas are introduced through Personal, Social and Emotional Development (PSED) and wider EYFS provision. They are then built on progressively through PSHE Education in Key Stages 1 and 2.

The curriculum also includes some wider non-statutory PSHE Education content, such as economic wellbeing, careers-related learning, community, belonging and environmental responsibility. This content is included because it supports pupils' wider personal development, prepares them for later learning and reflects recommended PSHE Education practice. It also supports the school's values.

A. Statutory Relationships Education and Health Education Coverage

Statutory Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Families and people who care for me	Settling in and belonging	Belonging and friendships	Families and belonging	Families and caring relationships	Respect, identity and belonging	Respectful relationships

Caring friendships	Settling in and belonging; Feelings, kindness and celebrations	Belonging and friendships; Recognising feelings and belonging	Friendships and kindness	Friendships and feelings	Healthy friendships	Friendships and peer influence
Respectful, kind relationships	Feelings, kindness and celebrations	Recognising feelings and belonging	Families and belonging; Friendships and kindness	Families and caring relationships; Friendships and feelings	Respect, identity and belonging; Healthy friendships	Respectful relationships; Friendships and peer influence
Online safety and awareness	Introduced through adult-supported discussion where relevant	Introduced through adult-supported discussion where relevant	Reinforced through Friendships and kindness	Reinforced through Friendships and feelings	Reinforced through Healthy friendships	Reinforced through Friendships and peer influence; Safety, consent and managing risk
Being safe	Keeping safe and familiar adults	Staying safe and trusted adults	Safety and managing risk	Staying safe and seeking help	Safety and personal boundaries	Safety, consent and managing risk
General wellbeing	Feelings, kindness and celebrations	Recognising feelings and belonging	Healthy lifestyles and self-care; Growing and changing	Friendships and feelings; Growing and changing	Healthy living and wellbeing; Mental wellbeing and change	Healthy lifestyles and screen balance; Growing, changing and transition
Wellbeing online	Introduced through adult-supported discussion where relevant	Introduced through adult-supported discussion where relevant	Reinforced through Friendships and kindness	Reinforced through Friendships and feelings	Reinforced through Healthy friendships	Reinforced through Friendships and peer influence; Safety, consent and managing risk
Physical health and fitness	Healthy routines and our community	Healthy habits and our community	Healthy lifestyles and self-care	Healthy bodies and healthy habits	Healthy living and wellbeing	Healthy lifestyles and screen balance
Healthy eating	Healthy routines and our community	Healthy habits and our community	Healthy lifestyles and self-care	Healthy bodies and healthy habits	Healthy living and wellbeing	Healthy lifestyles and screen balance
Drugs, alcohol, tobacco and vaping	Introduced through safety and medicines messages where relevant	Introduced through safety and medicines messages where relevant	Safety and managing risk	Staying safe and seeking help	Safety and personal boundaries	Safety, consent and managing risk
Health protection	Healthy routines and	Healthy habits and	Healthy lifestyles and self-care	Healthy bodies and healthy habits	Healthy living and wellbeing	Healthy lifestyles and

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and prevention	our community	our community				screen balance
Personal safety	Keeping safe and familiar adults	Staying safe and trusted adults	Safety and managing risk	Staying safe and seeking help	Safety and personal boundaries	Safety, consent and managing risk
Basic first aid	Supported through adult-led safety routines	Supported through adult-led safety routines	Safety and managing risk	Staying safe and seeking help	Safety and personal boundaries	Safety, consent and managing risk
Developing bodies	Early body awareness through routines and safeguarding language	Early body awareness through routines and safeguarding language	Growing and changing	Growing and changing	Mental wellbeing and change	Growing, changing and transition

B. Wider Non-Statutory PSHE Education Coverage

Non-Statutory Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Economic wellbeing	Introduced through everyday provision and routines	Introduced through everyday provision and routines	Money and economic wellbeing	Money, jobs and aspirations	Money and future choices	Economic wellbeing and careers
Careers education	Introduced through role play and community experiences	Introduced through role play and community experiences	Emerging through Money and economic wellbeing	Money, jobs and aspirations	Money and future choices	Economic wellbeing and careers
Community and belonging	Healthy routines and our community	Healthy habits and our community	Families and belonging	Families and caring relationships	Respect, identity and belonging	Respectful relationships
Identity and diversity	Settling in and belonging; Feelings, kindness and celebrations	Belonging and friendships; Recognising feelings and belonging	Families and belonging	Families and caring relationships; Friendships and feelings	Respect, identity and belonging	Respectful relationships
Environmental responsibility	Caring for living things and the environment	Life cycles and caring for living things	Embedded through wider curriculum where relevant	Embedded through wider curriculum where relevant	Embedded through wider curriculum where relevant	Embedded through wider curriculum where relevant

C. Notes

- In EYFS, learning is largely experiential and is delivered through PSED, continuous provision, adult modelling, discussion, storytelling and responsive teaching.
- In Years 1–4, the curriculum is taught through six progressive Life Learning themes each year.

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- Online safety is delivered mainly through computing, with the relational and emotional elements reinforced through Life Learning.
- The curriculum is adapted as needed for pupils with SEND, pupils in The Orchard, and other pupils whose needs or circumstances require additional scaffolding, revisiting or targeted support.
- As Shefford Lower School is currently a lower school, the school does not teach sex education beyond the statutory science curriculum. If the age range of the school changes in future, this appendix and the wider policy will be reviewed accordingly.

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Appendix 3: By the End of Primary, Pupils Should Know

This appendix summarises the statutory knowledge expectations for the end of primary school and should be read alongside the DfE statutory guidance and the school's Life Learning curriculum overview. As Shefford Lower School is a lower school, this appendix is used to support curriculum planning and progression up to Year 4. It does not mean that all end-of-primary content is taught in full before pupils leave Year 4.

Relationships Education

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, including commitment to each other, protection and care for children and other family members, and the importance of spending time together
- that other people's families sometimes look different from their own, but that these differences should be respected
- that stable, caring relationships are at the heart of happy families
- that marriage and civil partnerships represent a formal and legally recognised commitment
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure
- that healthy friendships are positive and welcoming towards others
- that not every child will have the friends they would like at all times, and that people may feel lonely sometimes
- the characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity and support
- that friendships can have ups and downs and can often be repaired or strengthened
- how to manage conflict and that violence is never right
- how to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support.

Respectful, kind relationships

Pupils should know:

- how to pay attention to the needs and preferences of others
- the importance of setting and respecting healthy boundaries
- how to communicate effectively and manage conflict with kindness and respect
- the difference between being assertive and being controlling
- that they can expect to be treated with respect by others and should show respect to others, including those who are different from them
- practical steps they can take to improve or support relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to happiness
- about different types of bullying, the impact of bullying and how to get help
- what stereotypes are and how they can be harmful

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- how to seek help when they are concerned about harm, violence or trust.

Online safety and awareness

Pupils should know:

- that people should be respectful in online interactions and that the same principles apply online and offline
- how to critically evaluate online relationships and sources of information
- that there is a minimum age for joining social media sites
- the importance of being cautious about sharing personal information online
- that information, pictures and words shared online can be circulated and may not be fully deleted
- that the internet can contain inappropriate and upsetting content and where to go for support.

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships and other relationships, including online
- the concept of privacy and that it is not always right to keep secrets if they relate to safety
- that each person's body belongs to them
- the difference between appropriate and inappropriate or unsafe contact
- how to respond safely and appropriately to adults they may encounter
- how to recognise when a relationship is harmful or dangerous
- how to report abuse, unsafe situations or concerns
- how to ask for help and keep trying until they are heard.

Health Education

General wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life
- how to recognise and talk about a range of emotions
- strategies to manage emotions, worries and setbacks
- the benefits of friendships, family, activity, rest, hobbies and time outdoors for wellbeing
- how change and loss can affect people
- where and how to seek help for worries or mental health concerns.

Wellbeing online

Pupils should know:

- that online experiences can affect feelings and wellbeing
- that bullying, abuse and harassment can happen online
- how to seek support from trusted adults about online experiences
- how to think critically about information online
- where and how to report concerns and get support online.

Physical health and fitness

Pupils should know:

- the characteristics and benefits of an active lifestyle
- the importance of regular physical activity

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- the risks associated with inactivity
- how and when to seek support if worried about health.

Healthy eating

Pupils should know:

- what constitutes a healthy diet
- the principles of planning and preparing healthy meals
- the importance of a healthy relationship with food
- the risks associated with poor diet.

Drugs, alcohol, tobacco and vaping

Pupils should know:

- the facts about legal and illegal harmful substances and the associated risks
- that smoking, vaping, alcohol and drugs carry risks.

Health protection and prevention

Pupils should know:

- how to recognise early signs of physical illness
- how to reduce the risks of sun damage
- the importance of sleep and the effects of poor sleep
- the importance of good oral hygiene and regular dental care
- about personal hygiene and how germs spread
- the facts relating to vaccination and immunisation.

Personal safety

Pupils should know:

- about hazards that may cause harm, injury or risk and ways to reduce risk
- how to keep safe around roads, railways and water.

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- basic first aid concepts, including common injuries and ailments.

Developing bodies

Pupils should know:

- the key facts about puberty and the changing adolescent body
- about menstrual wellbeing, including the key facts about the menstrual cycle.

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Appendix 4: Parent/Carer Request Form and Record of Discussion

Part A: Parent/Carer Request

Name of child: _____

Class: _____

Name of parent/carer: _____

I have read the school's RSHE Policy and understand that:

- ❑ Relationships Education and Health Education are statutory in primary schools and pupils cannot be withdrawn from these subjects
- ❑ Shefford Lower School does not currently teach sex education beyond the statutory science curriculum
- ❑ the right to request withdrawal applies only to sex education outside the statutory science curriculum.
- ❑ I would like to discuss my concerns about RSHE curriculum content with the school.

Reason for request / concern:

Signed: _____
Date: _____

At present, Shefford Lower School does not teach sex education beyond the statutory science curriculum. This form is included to support transparency, future policy development and any parent/carer concerns relating to RSHE content.

Part B: School Record of Discussion

Date of meeting / discussion: _____

Staff member(s) involved: _____

Summary of concern raised:

Information shared with parent/carer:

- ❑ statutory requirements explained
- ❑ clarification of curriculum content provided
- ❑ curriculum materials offered / shown
- ❑ explanation given that the school does not currently teach sex education beyond statutory science
- ❑ explanation of how RSHE is taught through Life Learning, PSED and PSHE Education
- ❑ explanation of how parents/carers can continue to view materials and ask questions.

Further notes:

Outcome of discussion:

Signed (school representative): _____

Date: _____

At present, Shefford Lower School does not teach sex education beyond the statutory science curriculum. This form is included to support transparency, future policy development and any parent/carer concerns relating to RSHE content.

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Appendix 5: Parent Consultation and Access to Materials Process

1. Rationale

Shefford Lower School recognises that parents and carers are the primary educators of their children in matters relating to relationships, health and wellbeing. The school is committed to working in partnership with parents and carers to ensure that Relationships, Sex and Health Education (RSHE) is delivered in a way that is transparent, age-appropriate and responsive to the needs of pupils and the wider school community.

In line with statutory guidance, the school will proactively engage and consult with parents and carers when developing and reviewing the RSHE policy and curriculum. Parents and carers will be supported to understand what is taught, when it is taught and how it is taught.

2. Consultation Process

When the RSHE policy or curriculum is reviewed, the school will normally follow this process:

2.1 Review

- relevant statutory guidance, curriculum guidance and school context are reviewed
- draft policy and curriculum documents are updated.

2.2 Staff and working party consultation

- staff are given the opportunity to review the draft policy and curriculum
- a working party, including staff and parent representatives where appropriate, reviews the draft documents and provides feedback.

2.3 Wider parent and carer consultation

- parents and carers are informed that the policy and curriculum are under review
- the school shares the draft policy, curriculum overview and examples of materials where appropriate
- parents and carers are invited to provide feedback or raise questions.

2.4 Final review and governor approval

- feedback from consultation is considered
- amendments are made where appropriate
- the final policy is presented to governors for approval.

3. Access to Curriculum Information and Materials

Parents and carers are entitled to understand the RSHE curriculum their child will receive.

The school will make available:

- the RSHE policy
- the Life Learning curriculum overview
- information about the statutory expectations for primary pupils
- examples of resources used to teach RSHE
- further information about how RSHE is delivered through PSED in EYFS and PSHE Education in Key Stages 1 and 2.

Parents and carers may:

- speak to their child's class teacher about specific content or resources

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- request to view curriculum materials
- arrange to view materials in school
- request that materials are shared electronically where appropriate and possible.

The school will use professional judgement about the most appropriate way to share materials, taking account of copyright restrictions, but copyright will not be used as a reason to refuse reasonable access.

4. Communication with Parents and Carers

The school will aim to ensure that parents and carers:

- understand that RSHE is part of the statutory curriculum
- know that Relationships Education and Health Education are compulsory in primary schools
- understand that Shefford Lower School does not currently teach sex education beyond the statutory science curriculum
- are clear about how online safety is taught through computing and reinforced through Life Learning
- understand how to raise questions or concerns.

Where appropriate, the school may also:

- provide a summary of end-of-primary expectations
- share examples of age-appropriate vocabulary or themes
- highlight where safeguarding and body safety content is taught
- explain how inclusive language and diverse family representation are used within the curriculum.

5. Responding to Questions and Concerns

The school recognises that some parents and carers may have questions about curriculum content, teaching approaches or resources.

Where questions arise, the school will:

- respond respectfully and openly
- explain the statutory requirements and the school's curriculum rationale
- offer parents and carers the opportunity to view materials
- clarify how content is taught in an age-appropriate and inclusive way
- explain how learning is adapted for pupils with SEND and other vulnerabilities where appropriate.
- If concerns remain, the matter may be discussed with the class teacher, Life Learning Subject Leader or headteacher, depending on the nature of the concern.

The curriculum also includes some wider non-statutory PSHE Education content, such as economic wellbeing, careers-related learning, community, belonging and environmental responsibility. This is included because it supports pupils' wider personal development, prepares them for later learning and reflects recommended PSHE Education practice. It also supports the school's values.

6. Ongoing Partnership

Parent consultation is not seen as a one-off event. The school is committed to maintaining an ongoing partnership with parents and carers in relation to RSHE.

This includes:

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- listening to parent and carer feedback
- reviewing curriculum content in light of statutory changes or emerging needs
- ensuring parents and carers can access information and support
- continuing to communicate clearly about curriculum content and expectations.

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