



Relationships, Sex and Health Education Policy (RSHE) - PSHE

Name of School:	Hiltingbury Junior School
Name of Responsible Headteacher:	Zoe Loosemore
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Hiltingbury Junior School

Relationships, Sex and Health Education Policy

Updated in line with DfE statutory guidance, July 2025

For implementation from September 2026

Aims

At Hiltingbury Junior School, Relationships, Sex and Health Education will be delivered as an integral part of the whole curriculum to promote the physical, moral, social, spiritual and cultural development of our pupils.

It will endeavour to help all pupils to respect themselves and others, moving with confidence from childhood through adolescence into adulthood. It will help prepare pupils for the opportunities, responsibilities and experiences of adult life.

High-quality, evidence-based RSHE supports pupils to make informed and ethical decisions about their wellbeing, health and relationships. It helps pupils to develop positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness, and supports the prevention of harm by helping pupils to recognise when something is not right. The DfE 2025 guidance states that RSHE should equip pupils with the knowledge and skills they need to make informed decisions about their wellbeing, health and relationships.

Statutory requirements

The Department for Education statutory guidance, updated in July 2025, states that schools must have regard to statutory guidance for Relationships Education, Relationships and Sex Education and Health Education. Relationships Education is compulsory for all pupils receiving primary education, and Health Education is compulsory in all schools except independent schools.

This policy reflects the guidance given by the Department for Education and the PSHE Association. This policy will be made available to view via the school's website. A copy will also be provided free of charge to anyone who requests it, in line with the DfE requirement that schools publish their policy and provide it on request.

At Hiltingbury Junior School, we teach RSHE as set out in this policy.

Documents that inform Hiltingbury Junior School's RSHE policy include:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education Regulations 2019

- Relationships Education, Relationships and Sex Education and Health Education statutory guidance, Department for Education, July 2025
- Keeping Children Safe in Education — current statutory safeguarding guidance
- Working Together to Safeguard Children — current statutory guidance
- PSHE Association Programme of Study and guidance
- Hiltingbury Junior School Online Safety Policy
- Hiltingbury Junior School Safeguarding Policy
- Hiltingbury Junior School Child Protection Policy
- Hiltingbury Junior School Equality Policy
- Hiltingbury Junior School Behaviour Policy
- Hiltingbury Junior School Anti-Bullying Policy
- Hiltingbury Junior School PSHE/PDL Policy

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

Review – a member of staff, the PDL lead, collated all relevant information, including relevant national and local guidance.

Staff consultation – school subject leaders were given the opportunity to look at the policy and make recommendations during a staff meeting.

Parent/stakeholder consultation – parents and any interested parties were invited to give their opinions about the policy and the curriculum. The DfE 2025 guidance states that schools must proactively engage and consult parents when they develop and review their RSHE policy, and should be transparent with parents about curriculum materials.

Pupil consultation – we investigated what pupils need and want from their RSHE, in order to ensure the curriculum is relevant, age-appropriate and responsive to emerging needs.

Ratification – once amendments were made, the policy was shared with governors and ratified.

Our Philosophy

At Hiltingbury Junior School we place a strong emphasis on equality of opportunity for all those who come into contact with the school, including pupils, parents, staff and support workers. We believe that everyone is a highly valued member of a special community. This philosophy underpins all our RSHE, as we study ourselves, our own families, relationships and the wider community surrounding our school. This includes the virtual communities that we understand many stakeholders will belong to, either in the present, or in the future.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and surrounding communities. In doing so, they learn to recognise their own worth, to work well with others and become increasingly responsible for their own learning, wellbeing and relationships. They reflect on their experiences and understand how they are maturing personally and socially, addressing the vital building blocks of healthy, respectful relationships that they are developing in their families and with their friends in all contexts, including online.

They also learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The DfE 2025 guidance states that primary Relationships Education should teach the skills and knowledge that form the building blocks of positive relationships and should help children to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Definition of RSHE

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

At Hiltingbury Junior School, RSHE gives our children the essential knowledge, vocabulary and skills for building positive, enjoyable, respectful and non-exploitative relationships and for staying safe both on and offline. This sits alongside the essential knowledge of how to be healthy, both physically and mentally.

RSHE includes:

- Relationships Education
- Health Education
- age-appropriate Sex Education where this is taught beyond the statutory science curriculum
- online safety and awareness
- safeguarding and personal safety
- emotional wellbeing
- puberty and changing bodies
- respect, equality, inclusion and positive relationships

Why teach RSHE?

The DfE 2025 guidance states that children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High-quality, evidence-based teaching can help prepare pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development.

Effective RSHE supports pupils to:

- understand positive, respectful relationships
- recognise when relationships or situations are unsafe
- seek help and keep trying until they are heard
- develop emotional literacy and resilience
- understand their bodies and how they change
- keep themselves and others safe online and offline
- understand the importance of kindness, respect, privacy, boundaries and consent in age-appropriate ways
- develop the skills needed to manage conflict and pressure

- recognise and challenge stereotypes, prejudice and bullying
- prepare for the transition to secondary school and later life

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Health Education is also compulsory in all schools except independent schools.

Our aims are to enable the children to develop:

- respect for self
- respect and empathy for others
- responsibility for their own actions
- responsibility towards their family, friends, school and wider community
- a positive notion of lifelong learning about physical, moral and emotional development, including how to look after physical and mental health, both their own and others'
- skills and understanding necessary to manage conflict
- the confidence to seek help and report concerns
- the knowledge to stay safe in the physical and online world

RSHE provides opportunities for children to:

- have a clearer understanding of the nature of human interactions and relationships
- learn about relationships, communication, including verbal, non-verbal and online communication, and assertiveness skills
- understand the importance of self-respect, equality, responsibility, care and compassion
- reflect upon the importance of stable, loving and caring relationships for family life, including the bringing up of children
- understand and respect a variety of family structures
- think about and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- reflect upon how to make informed, safe and positive choices where relationships and healthy lifestyles are concerned
- understand boundaries, privacy and the right to be safe
- understand how to ask for help, report concerns and identify trusted adults

Teaching and learning principles

Good quality teaching and learning takes place when there is:

- a high level of interaction and involvement of everyone
- a safe and secure environment
- a trusting relationship between the teacher and pupil
- an open forum for pupils to share ideas, support and concerns appropriately
- collaborative work
- opportunities for reflection
- challenge within a safe environment
- respect for each genuinely made contribution
- circle time opportunities where appropriate
- role play and distancing techniques where appropriate
- ongoing formative assessment to monitor and support development

- positive, collaborative relationships modelled by adults within the school community
- RSHE and PSHE promoted and celebrated as fundamental to the positive wellbeing and development of pupils
- pupil voice influencing the adaptation and amendment of planned learning activities
- cross-curricular links between other areas of the curriculum
- clear learning objectives for RSHE and PSHE, shared with pupils

Teachers will create a safe learning environment by using ground rules, distancing techniques and question boxes where appropriate. The PSHE Association-aligned teacher guidance emphasises the importance of a safe learning environment, ground rules, anonymous questions, inclusion, safeguarding and signposting support when teaching lessons about changing and growing up.

Curriculum and Delivery of RSHE/PSHE

RSHE will be taught primarily as part of the PSHE curriculum but also across all areas of the curriculum including Science and Computing. Some objectives are also covered through other areas of the school's curriculum, for example RE, assemblies, foundation subjects and the school's values, beliefs and ethos conveyed in the classroom and all areas of school life by members of the school community. This includes the support and guidance given at playtimes.

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others, and also to prevent and remove prejudice.

Our PSHE curriculum is set out as per **Appendix 1**. We are also responsive and recognise that we may need to adapt it when necessary according to the individual needs of each class and cohort. The RSHE curriculum has been planned following consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum.

The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils, staff, parents and national guidance. Consultation with pupils will be conducted on a regular basis. This will inform the RSHE curriculum review, ensuring it remains responsive to emerging needs.

The RSHE programme will be led by the Headteacher and PDL lead, and taught by class teachers. It will be delivered through PSHE lessons and may, at the discretion of year leaders, be blocked into lessons on one day, or delivered weekly over a longer period of time.

We do not allow external teachers or visitors to teach the Sex Education aspects of this curriculum. Where external visitors support wider RSHE, PSHE, safeguarding or wellbeing work, their input will be carefully planned and monitored by school staff and will not replace teacher-led provision.

We follow the **PSHE Association Programme of Study and plans**, using the following core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

The DfE 2025 guidance states that schools should sequence teaching carefully so that pupils are supported and equipped with the knowledge to navigate different experiences before they occur, and to prevent harm.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single-parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers and other family structures. We also reflect sensitively that some children may have a different structure of support around them, for example looked-after children or young carers.

We believe there are “No Outsiders” in our school and we aim to foster equality for all through our school ethos.

Curriculum and Delivery of Sex Education

At Hiltingbury Junior School, we plan and resource our Relationships, Health and Sex Education provision using the **PSHE Association Programme of Study, plans and related guidance**. We no longer use the Christopher Winter Project as our main scheme of work.

Sex Education is not compulsory in primary schools. However, the DfE recommends that primary schools teach Sex Education in Years 5 and/or 6, in line with content about conception and birth and the National Curriculum for Science.

At Hiltingbury Junior School, Sex Education is taught in an age-appropriate way and within the context of healthy, respectful relationships, human development and preparation for secondary school. It is planned carefully to take into account the age, maturity, needs and prior learning of the children.

Each class teacher will teach their own class’s Sex Education and will adapt teaching for any additional needs, including SEND. Materials and resources used to teach Sex Education will be available for parents to review on request. Parents will have the opportunity to review materials and discuss any concerns with staff before Sex Education lessons are taught.

The DfE 2025 guidance states that primary schools should consult parents about the content of anything taught within Sex Education, including offering support for parents in talking to their children about Sex Education and giving advice about parents’ right to request withdrawal.

A range of learning methods that encourage discussion will be used and lessons will usually be taught within mixed gender groups. Any pupils who have questions will also have opportunities to ask them anonymously through a class question box, which will be available during the relevant RSHE lessons and in the week following the lessons’ delivery.

A set of ground rules will help teachers create a safe environment in which pupils do not feel embarrassed or anxious about unintended or unexpected questions or comments. Teachers will avoid embarrassment and protect pupils’ privacy by depersonalising discussions.

Questions raised by pupils will be dealt with sensitively within a safe and secure environment. The children’s personal views on an individual level will be dealt with discreetly. Any fears or worries pupils bring into the classroom should not go unnoticed by staff.

Teachers need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. Staff must follow the school’s Safeguarding and Child Protection policies and refer any concerns to the Designated Safeguarding Lead.

Details of our provision for Sex Education can be found in **Appendix 2**.

As part of RSHE and Science, pupils are taught the correct terms for body parts, including private parts. This complies with our safeguarding and child protection practice. The DfE 2025 guidance states that good safeguarding practice requires pupils to understand and confidently use the correct terms for different parts of the body.

Puberty and changing bodies

Pupils are taught about puberty as part of statutory Health Education. Parents do not have the right to withdraw their child from Health Education, including puberty.

The DfE 2025 guidance states that pupils should learn about growth, the human lifecycle and puberty, and should know the correct names of body parts including penis, vulva, vagina, testicles, scrotum and nipples. It also states that pupils should learn about the menstrual cycle, noting that periods can start at eight, so the topic should be covered before girls' periods start to avoid distress.

Our curriculum ensures that teaching about puberty is introduced in an age-appropriate way before pupils are likely to experience significant physical and emotional changes. The PSHE Association-aligned Changing and Growing Up guidance states that puberty, including menstruation, should be addressed before onset, and that lessons on puberty are aimed at pupils in Year 4 or Year 5 so they are prepared for the changes they and their peers will experience.

Online safety and awareness

Online safety is taught through RSHE, Computing, assemblies and the wider curriculum. Pupils are taught that the same principles of respect, kindness and safety apply online as they do face-to-face.

By the end of primary school, pupils will be taught age-appropriate content about:

- respectful online interactions
- pressure to share information or images
- privacy and location settings
- the risks of contact with people they have never met
- harmful content and harmful contact
- the minimum age for social media sites
- what to do if they see something worrying or upsetting online
- reporting concerns and seeking support

The DfE 2025 guidance states that pupils should understand that people should be respectful online, that people may behave differently or pretend to be someone else online, and that the internet contains content that can be inappropriate and upsetting for children.

Inclusion, equality and SEND

At Hiltingbury Junior School, RSHE will be accessible to all pupils. Teaching will be adapted where necessary to meet the needs of pupils with SEND, while ensuring that pupils are supported to access the same key learning as their peers in an appropriate way.

We recognise that pupils will have different lived experiences, family structures, levels of maturity and levels of prior knowledge. Teaching will be inclusive, sensitive and respectful. The DfE 2025

guidance states that schools should explain how RSHE content will be made accessible to all pupils, including those with SEND.

The Changing and Growing Up teacher guidance also emphasises inclusion, careful use of language, sensitivity to SEND, religious and cultural identity, and the importance of ensuring all pupils can access relevant learning.

Safeguarding and confidentiality

RSHE is an important part of the school's safeguarding provision. It helps pupils to understand boundaries, privacy, safe and unsafe touch, trusted adults, reporting concerns and how to keep trying until they are heard.

Teachers will make clear to pupils that staff cannot promise absolute confidentiality. If a pupil says something that raises a concern about their safety or wellbeing, staff will follow the school's Safeguarding and Child Protection policies and report the concern to the Designated Safeguarding Lead.

The DfE 2025 guidance states that primary Relationships Education should equip children to keep themselves and others safe, recognise and report risks and abuse, including online, and understand boundaries, privacy and rights over their own bodies and personal information.

Managing difficult questions

Pupils will be encouraged to ask questions in a safe and appropriate way. Teachers will use their professional judgement when responding. Questions may be answered to the whole class, in a small group or individually, depending on the nature of the question.

Where a question falls outside the age-appropriate curriculum, teachers will acknowledge the question and may suggest that the pupil speaks with a trusted adult at home or in school. Where a question indicates a safeguarding concern, staff will follow the school's safeguarding procedures.

The DfE 2025 guidance states that an RSE policy should explain how teachers will answer questions about topics in Sex Education that the school does not cover in primary, or where the question relates to Sex Education from which a child has been withdrawn.

Roles and responsibilities

The governing board will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of Sex Education.

Staff are responsible for:

- delivering RSHE in a sensitive way
- modelling positive attitudes to RSHE
- creating a safe learning environment
- using Assessment for Learning strategies to support the needs of children

- responding to the needs of individual pupils, including referrals to ELSA or other appropriate support where necessary
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory, non-science components of Sex Education
- following safeguarding procedures if concerns arise

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.

Names/roles of staff responsible for RSHE:

- Zoe Loosemore – Headteacher
- Dan Achilles – PDL Subject Lead
- All class teachers – teaching PSHE lessons, including RSHE and relevant Health Education

Parental involvement

Hiltingbury Junior School is committed to working with parents and believes that it is important to have the support of parents and the wider community in all aspects of RSHE and PDL.

We recognise that parents are the key figures in helping children to deal with the emotional and physical aspects of growing up.

Our school's teaching will be complementary and supportive to the role of parents. Parents will be informed about the content and timing of RSHE lessons and will be able to view curriculum materials on request. Parents will also have opportunities to discuss the curriculum and raise questions with staff.

The DfE 2025 guidance states that schools should be transparent with parents about RSHE materials and that all materials should be available to parents.

Parents have the right to request that their child is withdrawn from Sex Education, but not from Relationships Education, Health Education or any content taught as part of the National Curriculum for Science.

Where a request for withdrawal is made, the Headteacher will discuss the request with parents and, where appropriate, the child. This discussion will clarify the nature and purpose of the curriculum and consider the benefits of receiving the education and any possible effects of withdrawal.

In primary schools, where Sex Education is provided beyond the National Curriculum for Science, the Headteacher must automatically grant a request to withdraw a pupil from that non-statutory Sex Education. Pupils who are withdrawn will receive appropriate, purposeful education during the period of withdrawal.

Pupil involvement

Children are involved in the development of the RSHE curriculum through teaching and learning which involves direct dialogue and feedback. Their learning enables teachers to monitor pupils' views and understanding.

The RSHE leader takes pupil voice into account when reviewing and modifying the RSHE curriculum and content. Pupil conferencing will be completed yearly to monitor and evaluate the effectiveness of RSHE at Hiltingbury Junior School.

Training and resources

Resources

Resources for RSHE and PSHE lessons are kept within each year group. Planning and resources are also available through the school's shared systems.

The school follows the PSHE Association Programme of Study and plans. Additional resources may be used where appropriate, provided they are age-appropriate, evidence-based, consistent with this policy and approved by the PDL lead or Headteacher.

Parents may request to view RSHE curriculum materials.

Professional development for staff

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection, online safety and anti-bullying, through regular training provided at staff meetings and INSET days.

Staff are trained on the delivery of RSHE as part of their induction and through PPA planning sessions and INSET days.

We invite the NSPCC into school every two years to deliver their "Speak Out, Stay Safe" programme to ensure that all children benefit from these important safeguarding messages.

Links to other policies and advice

This RSHE Policy is supported by, but not limited to:

- PSHE/PDL Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Online Safety Policy
- School Visits Policy
- Confidentiality Policy
- Equality Policy
- Anti-Bullying Policy
- SEND Policy
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance, DfE, July 2025
- PSHE Association Programme of Study and guidance
- National Curriculum Science objectives for Key Stage 2

Monitoring arrangements

The delivery of RSHE through PSHE lessons and across the curriculum is monitored by Zoe Loosemore, the Headteacher, and Dan Achilles, PDL Subject Lead. This is done through planning scrutiny, learning walks, lesson observations, pupil conferencing and assessment.

Pupils' development in RSHE/PSHE is monitored by class teachers as part of our internal assessment systems and reporting arrangements. Teachers will assess children's progress using Assessment for Learning methods throughout the year, through recorded work, observation of discussion, pupil reflection and children's interactions.

Pupils will have opportunities to reflect and review their own learning throughout each unit through questioning and discussion, and sometimes through learning comments in their books. Teachers will regularly reflect on their teaching of PSHE units and make adjustments where necessary to address the needs of all pupils in their class.

The governing board will monitor the implementation of this policy and ensure that the school fulfils its statutory responsibilities.

Review

This policy will be reviewed regularly by the Headteacher, PDL Subject Lead and governing board, and sooner if there are changes to statutory guidance, school context, curriculum materials or pupil need.

Appendix 1: PSHE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Are we a part of something bigger than ourselves? Identity, Community, Belonging, Citizenship	Why is being curious important? Curiosity, Understanding, Change	Should we take more care of what we have? Conservation, Care, Hope		How powerful is our imagination? Imagination, Creativity, Innovation	Should we stand up and speak out?
	Emp Ap Me My Friends and belonging (RSHE)	MH & W adapt	Healthy Habits Thrive		Stand alone – Keeping safe out and about	Looking out for each other
Year 4	Is there enough for everyone? Sustainability, Resourcefulness, Inequality, Enough, Help	How are our lives shaped? Beliefs, Values, Morality, Influence	Are there two sides to every story? Perspective, Empathy, Conflict		What is more important – the destination or the journey? Awe & Wonder, Adventure, Journey, Change	How can we succeed against the odds? Success, Bravery, Survival, Optimism
	MH & W	Families and growing together	Forming respectful relationships Money Matters		Me and My Body (RSHE)	Manage Risks
Year 5	Do our choices really matter? Sustainability, Choice, Empowerment, Consequence, Action	What does it mean to make the world fair? Equality, Fairness, Courage, Justice, Power	Is there always something more to discover? Discovery, Enquiry, Curiosity, Resilience		Are the best things in life free? Appreciation, Value, Wellbeing, Beauty	Is there a leader inside all of us?
	Positively engage with our world	Friendships, stereo and bull	Healthy Habits		MH & W	RSHE Citizenship
Year 6	Does Adversity make you stronger? Adversity, Resilience, Equality, Peace, Strength		Is change a good thing? Change, Adaptability, Responsibility		How will we be remembered? Legacy, Influence, Choice, Identity	
	MH & W Drugs		Money AI literacy		Looking for the future RSHE	

Appendix 2: Sex Education Content

The updated England RSHE guidance (published in 2025, compulsory from Sept 2026) does not set rigid year-by-year lessons for every topic in primary school. Schools still have flexibility to decide *when* to teach content, provided it is age- and stage-appropriate.

However, the guidance and supporting materials give some strong expectations and common practice for Years 3–6:

Year group	Typical RSHE focus under the new guidance
Year 3 (7–8)	Friendships, respect, boundaries, personal safety, online safety, correct names for body parts, recognising unsafe situations.
Year 4 (8–9)	Early puberty education begins (recommended before changes start), body changes, hygiene, emotions, online risks, consent in simple terms.
Year 5 (9–10)	More detailed puberty teaching (including menstruation and wet dreams), healthy relationships, digital safety, scams/social media harms, stereotypes and respect. Schools may begin basic sex education if they choose.
Year 6 (10–11)	Preparing for secondary school, reproduction/conception (if taught), consent and personal safety, peer pressure, online sexual content, misogyny/harassment awareness at an age-appropriate level.

Appendix 3: Parent Consultation and Materials Access

PDL Lead to host a virtual parent consultation annually to inform of updates, planning and right to withdrawal.

Lesson materials and resources can be shared upon request.