Relationships, Sex and Health Education (RSHE), Personal, Social, Health and Economic Education (PSHE), Safeguarding across the School and Curriculum Policy 2026-27

September 2026

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

At primary level, our PSHE and RSHE provision is delivered through the Jigsaw programme, underpinned by the statutory guidance for *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, 2025). This guidance places safeguarding and pupil wellbeing at the centre of curriculum intent.

The statutory guidance makes clear that RSHE is a key part of safeguarding through prevention: "Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

Through Jigsaw, this is reflected in a carefully sequenced curriculum that builds children's understanding of personal safety, emotions, relationships and boundaries from EYFS through to Year 6. Each unit revisits and deepens learning so that pupils can recognise risk, develop protective behaviours, and know how to seek help.

The guidance also emphasises the wider safeguarding role of RSHE in preparing children for life:

RSHE "helps to protect children and young people from harm, keep them healthy and prepare them for life's challenges and opportunities."

Jigsaw aligns strongly with this aim through its holistic structure, which integrates emotional literacy, mental health, relationships and physical wellbeing. The programme's spiral curriculum ensures that safeguarding themes—such as anti-bullying, online safety, consent (age-appropriate), and healthy relationships—are revisited and embedded over time.

The 2025 guidance further reinforces that: "children's wellbeing and safeguarding [are] at its heart."

This is reflected in the consistent use of a safe learning environment, including class "Jigsaw Charter" agreements, which enable pupils to express themselves, ask questions and explore sensitive topics confidently and appropriately. This supports safeguarding by ensuring pupils feel safe to disclose concerns and develop trusted relationships with adults.

The statutory guidance also highlights the importance of developing key personal attributes: "Effective teaching [supports] young people to cultivate positive characteristics including resilience, self-worth, self-respect… and trustworthiness."

These outcomes are central to Jigsaw's philosophy. The programme explicitly teaches emotional regulation, empathy, resilience and self-awareness through its structured lesson approach (Connect Us, Calm Me, Open My Mind), ensuring pupils develop both the knowledge and the personal skills needed to navigate risk and build healthy relationships.

In line with the guidance, Jigsaw also reflects key RSHE and PSHE principles:

- **a whole-school approach, with consistent language and routines across year groups**
- **engagement with parents and carers, including transparency around RSHE content**
- **age-appropriate, carefully sequenced learning through a spiral curriculum**
- **relevant and responsive content, including online safety and modern safeguarding issues**

- **skilled, participative teaching, promoting discussion, reflection and pupil voice**

The guidance further promotes a strengths-based approach: "Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships… and about health."

This is a key feature of Jigsaw, which emphasises positive relationships, self-esteem and wellbeing, rather than focusing solely on risk. Pupils are supported to develop kindness, respect and a strong sense of self, which are essential protective factors in safeguarding.

Summary

Through the Jigsaw programme, our primary RSHE curriculum:

- **supports safeguarding through a preventative, skills-based approach**
- **is fully aligned with statutory RSHE guidance (2025/26)**
- **develops resilient, confident and informed pupils**
- **is delivered through a coherent, spiral PSHE curriculum**
- **promotes a safe, inclusive and supportive learning environment**

Throughout the Woodsetton School we have an ethos and commitment to ensure our school community is safeguarded and that everyone has the skills and knowledge to contribute and feel safe.

As a School we also have a clear set of values:

Our School Motto

Every pupil matters … every moment counts

Our Mission and Intent

To prepare every pupil for each stage of their life by providing a safe, supportive environment in which the strengths they possess can be built upon to achieve their full potential.

AIM - To be **ambitious** and **inclusive** while still providing a **meaningful** curriculum and educational experience.

Our Ethos

Our whole philosophy is based around the teaching of children in a manner that can prepare them for the wider world beyond Woodsetton. Over time we aim to equip our pupils with the skills, knowledge and positive attitudes that will enable them to have enquiring minds, become self-motivated and independent life-long learners and have fulfilling and productive lives where they can flourish and succeed.

Our Values

At Woodsetton, we aim to provide a happy, caring and stimulating learning environment where children and adults feel safe and valued. Our whole philosophy is based around the teaching of children in a manner that can prepare them for the wider world beyond Woodsetton. We therefore model and embed the following characteristics in all that we do.

Honesty	Happiness	Respect	Kindness
Encouragement	Equality	Responsibility	Patience
Determination	Exploration	Independence	Confidence
Friendship			

Safeguarding

Keeping Children Safe in Education 2026 refers to Safeguarding as the following:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

• *protecting children from maltreatment;*

• *preventing impairment of children's mental and physical health or development;*

• *ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*

• *taking action to enable all children to have the best outcomes.*

Safeguarding is embedded in all aspects of Woodsetton School life. As pupils have high levels of vulnerability resulting from their additional needs, a high level of vigilance is implemented. Rigorous, ongoing training equips all staff to recognise signs of possible risk and they act upon these quickly and appropriately.

However, at the heart of this ethos is that all children, no matter of their need should be able to indicate if they sense that something shouldn't be happening to them and ask for help.

In order to do this, pupils are taught to keep themselves as safe as possible and this is central to curriculum planning and delivery. The curriculum is designed to enable pupils to be taught about specific safeguarding subjects including healthy relationships, supporting emotional and mental health, e-safety and preventing radicalization. To support pupils who find it challenging to learn, retain and/or generalise information these topics are revisited on a regular basis through lessons, PSHE and whole school and group assemblies.

Parents and carers are also paramount to this process. Regular workshops and meetings, including EHCP Annual Reviews, share information with our families, and this helps to facilitate a continuation of learning into the pupil's homes and the wider community. There is a foundation of mutual trust and respect within Woodsetton School, with pupil's dignity and care needs being central to all that we do.

Pupils with complex needs may need high levels of support to move, toilet and feed themselves and we adhere to safe working practices to minimise risk and maximise trust and dignity for our pupils. For example, pupils who require intimate and/or medical care have a plan which is discussed and signed with parents and extensive training takes place for staff familiar to the pupils to support, hoist, lift and handle, and administer medication.

The Legal Context

These duties are set out in the **2002 Education Act** (the **2010 Academies Act** also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil well-being and pupil safeguarding (**Children Act 2004**) and community cohesion (**Education Act 2006**). The **Equality Act 2010** also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Keeping Children Safe in Education 2026 states:

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

All schools have responsibilities relating to the safety of children in their care. Paragraph 94 onwards of this document's states that: *Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND). (paragraph 128), and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed (Paragraphs 198-201). Schools should consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found here: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education*

The Department has produced a one-stop hub for teachers which can be accessed here: Teaching about relationships sex and health (Gov.uk). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

When teaching safeguarding, particularly through Relationships, Sex and Health Education (RSHE), the school has regard to the most recent statutory guidance from the Department for Education (*Relationships Education, Relationships and Sex Education (RSE) and Health Education*, July 2025). This guidance places a strong emphasis on safeguarding as a preventative curriculum and reflects established best practice, including that promoted by the PSHE Association and the Sex Education Forum.

In a specialist setting such as Woodsetton School, RSHE is delivered in a highly personalised way to meet the diverse needs of pupils. Staff access appropriate and ongoing specialist training to ensure they are confident in delivering sensitive content. Teaching is adapted to pupils' individual communication, cognition and emotional needs, and is delivered through small group work or one-to-one support where appropriate.

The statutory guidance highlights that high-quality, evidence-informed and age-appropriate RSHE plays a vital role in preparing pupils for "the opportunities, responsibilities and experiences of adult life" while supporting their wider development. This includes promoting pupils' spiritual, moral, social, cultural, mental and physical development both within school and in the wider community.

In line with this, the school implements RSHE through a broad and balanced curriculum, selecting approaches that are appropriate for our pupils and context. Teaching is carefully planned and sequenced so that key knowledge is broken down into manageable steps, enabling pupils to build understanding over time. Learning is revisited and reinforced to support retention and application.

Consistent with the expectations of the 2025 guidance, teaching provides structured, meaningful and, where appropriate, practical learning opportunities. These enable pupils to embed knowledge, develop essential life skills, and apply their learning confidently in real-life situations, particularly in relation to staying safe, managing relationships and maintaining their health and wellbeing.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be fully accessible to all pupils. The July 2025 statutory guidance places a clear expectation on schools to ensure that RSHE is inclusive and appropriately adapted, particularly for pupils with special educational needs and disabilities (SEND). High-quality, evidence-informed teaching that is differentiated and personalised is fundamental to achieving this.

At Woodsetton School, we recognise the importance of tailoring RSHE to meet the diverse needs of our pupils. In line with the SEND Code of Practice, we give careful consideration to *Preparing for Adulthood* outcomes when planning and delivering RSHE, ensuring that pupils are supported to develop independence, relationship skills and an understanding of how to keep themselves safe.

The statutory guidance also highlights the safeguarding role of RSHE, particularly for vulnerable pupils. We recognise that pupils with SEND may be at increased risk of exploitation, bullying or harm, and therefore require explicit, structured teaching to develop the knowledge and skills needed to recognise risk and seek support. RSHE is therefore a critical part of our safeguarding curriculum.

For some pupils, particularly those with Social, Emotional and Mental Health (SEMH) needs or learning disabilities, RSHE is especially important in supporting emotional regulation, communication and the development of healthy relationships. These factors are carefully considered when designing curriculum content and approaches.

In our setting, content and delivery are adapted to reflect pupils' developmental stage, rather than solely their chronological age. Teaching is planned to be sensitive, inclusive and developmentally appropriate, in line with the expectations of the 2025 guidance. Staff ensure that learning is delivered with clarity and care, with due regard to the law and to pupils' individual needs.

Religious Education

Woodsetton School is non-denominational and has a diverse ethnic and religious population. As such our religious education and assemblies include learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below. School have adopted the Jigsaw RE Scheme of Work.

Lesbian, Gay, Bisexual and Transgender (LGBT).

In delivering Relationships Education and RSE, Woodsetton School ensures that the needs of all pupils are met through inclusive, carefully adapted teaching. In line with the July 2025 RSHE statutory guidance, pupils are supported to understand the importance of equality, respect and valuing difference, which are fundamental to both safeguarding and positive relationships.

The school complies fully with the Equality Act 2010, recognising that characteristics such as sexual orientation and gender reassignment are protected. Teaching is planned and delivered in a way that is sensitive, age-appropriate and developmentally appropriate, ensuring that content is accessible to all pupils, including those with additional needs.

In accordance with statutory expectations, learning about different types of relationships, including LGBT relationships where appropriate, is integrated within the wider RSHE curriculum rather than taught in isolation. This approach ensures that diversity is reflected naturally within learning about families, friendships and relationships, helping pupils to develop understanding and respect in a meaningful context.

As a school, we carefully determine when and how this content is introduced, ensuring that it is delivered at a developmentally appropriate point for our pupils. Through a well-sequenced curriculum, all pupils are given opportunities to develop an understanding of diversity, equality and respectful relationships over time.

The Online World

At Woodsetton School, we recognise that for many pupils the distinction between the online world and other aspects of their lives is increasingly blurred. The 2025 RSHE statutory guidance highlights the importance of preparing pupils for life in a digital environment, reflecting the reality that many children and young people spend significant amounts of time online and encounter a wide range of influences as a result. [pshe-assoc...ion.org.uk]

In response, we ensure that where RSHE topics are likely to be encountered in online contexts, this is explicitly addressed within our curriculum planning. Teaching supports pupils to develop the knowledge and critical thinking skills needed to distinguish between different types of online content, recognise risk, and make safe and informed decisions.

In line with the safeguarding focus of the statutory guidance, pupils are taught about key characteristics of the online world. This includes understanding that communication online may differ from face-to-face interactions, with individuals sometimes using more extreme, misleading or unkind language. Pupils also learn to recognise that online profiles and content may not present an accurate or realistic picture of people's lives.

The guidance also places increased emphasis on online safety, including understanding how digital platforms operate. Pupils are taught that some websites and social media platforms collect and use personal data, including for commercial purposes such as targeted advertising. In addition, they learn about potential risks such as scams, phishing and fraudulent activity, and how personal information can be misused.

These elements form part of our wider safeguarding curriculum. Teaching is carefully sequenced and adapted to pupils' developmental needs, enabling them to build a secure understanding over time. Opportunities are provided for pupils to apply their learning in practical contexts so that they can confidently keep themselves safe, particularly when navigating online environments.

Through this approach, we ensure that online safety is not taught in isolation, but as an integral part of RSHE and the broader PSHE curriculum, supporting pupils to develop the knowledge, skills and resilience needed to stay safe in both digital and real-world contexts.

Menstruation

In line with the July 2025 RSHE statutory guidance, the school ensures that pupils are prepared for the physical and emotional changes associated with puberty, including menstruation, in an age-appropriate and sensitive manner.

We recognise that the onset of menstruation can be confusing or concerning if pupils are not adequately prepared. Pupils are therefore taught the key facts about the menstrual cycle, including what may be considered an average period, the range of menstrual products available, and the impact menstruation can have on both physical and emotional wellbeing.

Teaching is delivered sensitively and tailored to pupils' developmental stage, ensuring that all pupils feel informed, reassured and supported. In addition, appropriate support is available within school for those experiencing menstruation, including access to menstrual products and trusted adults who can provide guidance and reassurance.

This approach reflects the statutory expectation that RSHE equips pupils with the knowledge and confidence to understand their bodies, manage change positively, and seek help when needed, contributing to both wellbeing and safeguarding.

Relationships Education - Primary

At Woodsetton School, our primary Relationships Education curriculum reflects the expectations set out in the July 2025 RSHE statutory guidance, with a clear focus on teaching the foundational building blocks of positive relationships. This includes developing pupils' understanding of friendships, family relationships, and relationships with peers and adults, as part of a preventative safeguarding approach.

Teaching begins with securing pupils' understanding of what relationships are, including the features of healthy friendships, the meaning of family, and the role of trusted adults who can support them. Across the school, pupils are consistently taught and supported to demonstrate kindness, respect and consideration, to take turns, and to understand the importance of honesty and trust. Early learning also introduces the concept of personal boundaries and privacy in an age-appropriate way. This structured approach enables pupils to develop the skills needed to recognise when relationships are not positive or safe.

As pupils progress, learning is built upon in a carefully sequenced way, including explicit teaching about online relationships and behaviour, reflecting the increasing relevance of digital contexts in pupils' lives. This aligns with the statutory guidance's emphasis on preparing pupils to navigate both offline and online relationships safely.

The school recognises that families provide the primary source of care and support for children, and that these can take many forms. In line with statutory expectations, teaching is inclusive and respectful of all family structures, including single-parent families, families headed by grandparents, adoptive and foster families, and those with same-sex parents. Care is taken to ensure that no pupil is disadvantaged or stigmatised due to their home circumstances, and that the needs of vulnerable pupils, such as looked after children or young carers, are sensitively considered.

In addition, the curriculum supports pupils' wider personal development by fostering resilience, perseverance and self-belief. Pupils are encouraged to manage challenges positively, work towards longer-term goals and develop confidence in their own abilities—key characteristics identified within the statutory guidance as supporting wellbeing and safeguarding.

Relationships Education also provides a key opportunity to promote positive emotional and mental wellbeing. Pupils learn how relationships, including friendships, can support their mental health, as well as how to manage emotions and seek support when needed.

In line with the safeguarding focus of the 2025 guidance, pupils are explicitly taught the knowledge and skills needed to recognise, respond to and report concerns about abuse, including emotional, physical and sexual abuse. They are supported to understand how and where to seek help, and are reassured that they will be listened to and supported. Teaching carefully reinforces that responsibility for abuse always lies with the perpetrator, and that it is never the fault of the child, ensuring that messages around safety are delivered without contributing to victim blaming.

Throughout, teaching is age-appropriate, developmentally appropriate and delivered with sensitivity, ensuring that all pupils are equipped with the knowledge, skills and confidence needed to build positive relationships and stay safe.

Sex Education - Primary

The *Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019* make Relationships Education compulsory in all primary schools. The July 2025 RSHE statutory guidance continues to emphasise that, within primary education, the required focus is on high-quality Relationships Education, with sex education beyond the national curriculum remaining non-statutory.

The national curriculum for science supports this provision by including relevant content such as naming external body parts, understanding how the human body grows and changes from birth to old age (including puberty), and learning about reproduction in plants and animals. Within this framework, Woodsetton School carefully considers whether any additional sex education content is appropriate to meet the individual needs of our pupils, particularly in a specialist setting.

The Department for Education continues to recommend that primary schools provide a developmentally appropriate sex education programme. This should be tailored to the age, stage and emotional maturity of pupils, ensuring that all children are prepared for the physical and emotional changes of puberty. It may also include, where appropriate, learning about the human life cycle, including how a baby is conceived and born, drawing on the statutory science curriculum.

Where the school chooses to deliver additional sex education content, this will be planned and delivered sensitively, in line with statutory guidance. Parents and carers will be fully informed, and the school will respect the legal right of parents to request that their child be withdrawn from those elements of sex education that sit outside the statutory requirements (see below).

Physical health and mental wellbeing: Primary

In line with the July 2025 RSHE statutory guidance, the primary curriculum focuses on developing pupils' understanding of the characteristics of good physical health and positive mental wellbeing. Mental wellbeing is taught as a normal and essential part of everyday life, alongside physical health, supporting a holistic approach to pupil development.

This learning begins with pupils developing an understanding of the importance of healthy lifestyles, including regular physical activity, balanced nutrition and sufficient sleep. These foundations are taught in an age-appropriate and accessible way, enabling pupils to recognise how these factors contribute to their overall wellbeing.

As pupils progress, they are supported to understand how to take responsibility for their own health and wellbeing, and to show care and consideration for others. This includes learning practical strategies such as simple self-care techniques, maintaining good personal hygiene, recognising early signs of physical or mental health concerns, and understanding how to seek help when needed. Pupils are also introduced to basic first aid and how to access appropriate support, including emergency services, where necessary.

In line with the preventative and skills-based approach of the statutory guidance, pupils are taught about the positive impact of hobbies, interests and active participation in their communities in supporting mental wellbeing and resilience. They are encouraged to develop interests that promote confidence, enjoyment and a sense of belonging.

The curriculum also reflects the increasing importance of digital wellbeing. Pupils are taught to understand the benefits of balancing time spent online with other activities, as well as the potential risks associated with excessive use of electronic devices. Teaching ensures that pupils are aware of why age restrictions apply to certain online content, including social media, gaming and other platforms, and equips them with the knowledge and skills to manage common challenges encountered online in a safe and informed way.

Throughout, teaching is carefully sequenced, developmentally appropriate and delivered with sensitivity, ensuring that pupils build the knowledge, skills and confidence needed to support their health, wellbeing and safety both now and in the future.

How do Woodsetton School address specific RSHE and Safeguarding issues within the Whole School Curriculum and what is the Content / Scheme of Work we follow.

Teaching pupils to keep themselves safe, and promoting resilience and independence is integral to all curriculum practise. Below are identified areas taught within the curriculum, which are differentiated to meet the needs of individual pupils. In addition, as situations arise, these are seen as opportunities to further develop knowledge and skills. Safeguarding is promoted in assemblies, through council meetings, through PSHE and RSHE sessions, via surveys and questionnaires and by staff modelling good practise. We are adopting the Jigsaw PSHE Programme for 2024/2025 which will be used throughout school in all PSHE/RSHE Lessons.

We therefore focus on **six main elements which are delivered through the six main coloured areas of the JIGSAW PSHE Programme over our 2 year cycle**:

1. **Relationships and Sex Education (RSE)**
2. **Keeping Safe**

3. **Physical Health, Mental Health and Well-being**
4. **Wishes and Feelings**
5. **The World we live in**
6. **Rights and Responsibilities**

	Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Age Groups	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
3-5 	• Self-Identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities	• Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself	• Challenges • Perseverance • Achieving and setting goals • Overcoming obstacles • Seeking help • Jobs	• Exercising Bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety	• Family Life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend	• Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
5-6 	• Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter	• Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone	• Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of Success	• Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety /safety with household items • Road safety • Linking health and happiness	• Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships	• Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change Transition
6-7 	• Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings	• Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Celebrating difference and remaining friends	• Achieving realistic goals • Staying healthy to achieve goals • Perseverance and strengths • Learning with others • Group co-operation • Contributing to and sharing success	• Motivation • Healthier choices • Healthy eating and nutrition • Safety in the home • Safety out and about • Medicines	• Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships	• Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition
7-8 	• Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives	• Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments	• Difficult challenges and achieving success • Dreams and ambitions • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Contributing to the community • Managing Feelings • Simple budgeting •	• Exercise • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe online and off line • Respect for myself and others • Healthy and safe choices outdoors • Water safety • Asking for help	• Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Media influence • Being a global citizen • How my choices affect others • Awareness of other children's different lives • Expressing appreciation for family and friends	• How babies grow • Outside body changes • Inside body changes • Persona; hygiene • Family stereotypes • Challenging my ideas • Preparing for transition

8-9 	• Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making Having a voice • What motivates behaviour	• Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First Impressions	• Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes	• Healthier friendships • Peer influences • Railway safety • Staying safe with friends • Smoking • Alcohol and vaping • Assertiveness • Peer pressure • Celebrating inner strength	• Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals	• Being unique • Girls and puberty • Being part of a family • Confidence in change • Accepting change • Preparing for transition • Environmental change
9-10 	• Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating	• Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures	• Future dreams • Spending, saving and the value of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation	• Smoking, including vaping • Alcohol and vaping • Alcohol and anti-social behaviour • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour	• Self-recognition / self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and risks • Reducing screen time • Dangers of online grooming • Internet safety rules	• Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition
10-11 	• Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling	• Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy	• Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements Compliments	• Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress	• Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use	• Self-image • Body image • Puberty and feelings • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition

Additional Opportunities / Training and Drop-Down Days to deliver and support RSHE and Safeguarding

This is in addition to Long Term and Medium Term Plans which also deliver key messages throughout the planning.

All about me and Positive Mental Health Body Image and Self-Esteem Resilience Emotions	➢ Days and Assembly Themes – Celebrating Diversity, Where do I belong? ➢ Positive Role Models – to tie in with Black History Month (October) and People who help us ➢ Rewards – in all classrooms. ➢ Celebration Assemblies ➢ Verbal Praise and Recognition ➢ Yoga, Relaxation time, Mindfulness activities ➢ Pupil Voice
Role of Family and Friends Relationships including RSE The Role of the Parent / Carer	➢ Getting on and Falling out, Being kind. ➢ To tie in with Anti-Bullying Week in November. Odd Socks Day celebrating similarities and differences. ➢ Also covered in assemblies, Code of Conduct, RSHE and Friendships, Helping each other, ICT and E-Safety, within the playground as well as daily in classrooms when needed ➢ Focus on good touch and negative touch as well as private and public body parts as well as consent ➢ Weekly through photographs from home ➢ Support through School Health

	➢ Parent workshops and celebrations
Kindness	➢ Random Acts of Kindness in February ➢ Celebration assembly Kindness award ➢ RE Curriculum and Forgiveness
Marriage including Forced Marriage and Honour Based Abuse	➢ National Marriage Week which also looks at commitment, RSE, Marriage Ceremonies, Choices and Consent.
Children Missing in Education and Fabricated Induced Illness Poverty and Homelessness	➢ Use of Daily Registers and Attendance Analysis ➢ CPOMS Logs ➢ Close Contact with Parents and Carers. ➢ Use of Early Help Assessments and Referrals to MASH ➢ Family Support Worker in school to support families
Appropriate / Positive and Negative Touch – Peer on Peer Abuse, Sexual Harassment and Violence Domestic Abuse	➢ Use of Home / School Diaries for recording issues with any forms of negative touch. ➢ Use of CPOMS for recording with dedicated section. ➢ Weekend news with children as well a Pupil Voice, Operation Encompass. ➢ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE. ➢ Code of Conduct – Kind words and Kind Hands/Feet
People who help us v Stanger Danger / CSE / CCE / FGM / Slavery and Trafficking / Gang Membership / County Lines / Knife Crime / Parents in Prison	➢ Mother's Day and Father's Day / International Nurses Day / Red Cross / Armed Services ➢ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE. ➢ The role of the family and extended family and the role they play. ➢ Use of Daily Registers and Attendance Analysis ➢ CPOMS Logs ➢ Close Contact with Parents and Carers. ➢ Use of Early Help Assessments and Referrals to MASH ➢ Family Support Worker in school to support families
Safety in and out of the Home / School Special and Safe Places Safe Travel and Road Safety Privacy and Internet Safety Real v Virtual Friendships	➢ Staying Safe work in SOW ➢ Use of lanyards within school for identification purposes. ➢ Intimate Care Plans, Risk Assessments and PEEPS ➢ Safer People Handling Training for Staff as well as Team Teach training ➢ Fire Safety relating to Bonfire Night ➢ Road Safety Week ➢ Safe Travel (FGM) – Taught sessions as well as attendance monitoring ➢ Safer Internet Day ➢ Register of 'Use of Images' used in school ➢ Social Stories, Mobile Phone Usage in School
Health and Hygiene Healthy Eating Exercise Effects of Drugs and Smoking	➢ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE. ➢ Setting up of Daily Routines – Hand washing/ COVID related / after toileting / after play and messy activities ➢ School Vaccination Programme ➢ Healthy Eating Week in school ➢ Use of Canteen and Healthy Meal Planning ➢ Use of Playtime Equipment within the school setting. Equipment outside. Staff interaction during unstructured time. Extra-Curricular Clubs and Activities. Use of Wolves Foundation for Coaching. ➢ PE Curriculum ➢ Link to School Nurse Healthy Living, Science, Social Stories
The World we live in including British Values and Citizenship Responsibility including crime, the law, breaking the law Radicalisation, Prevent and Extremism Charity Environmental Issues Cultural Celebrations	➢ 'Around the World' Drop Down Days / MFL days / SOW ➢ Trips and Visits to external places of interest ➢ Stranger/ Danger Work, British Values, Tolerance and Respect, The World Around Us, Communication and Free Speech (Student Council) ➢ Whole School Assemblies / Christmas Plays ➢ MFL Days – Celebrations around the World, Creative Arts around the World ➢ World Book Day ➢ Unacceptable treatment of others (tolerance, physical harm and aggression, prejudice and discrimination including the far right and those affected. ➢ Black History Month, Slavery, Trafficking, Holocaust Memorial Day ➢ Macmillan Coffee Morning, Harvest Festival, Remembrance Day, Christmas Jumper Day, Jeans for Genes Week, Christian Aid Week, Comic Relief, Children in Need ➢ Covered in Science, Geography and Design and Technology as well as Our Community Work ➢ Celebration of Diwali / Eid / Holocaust Memorial Day / Bonfire Night (5th November) / Chinese New Year / Easter

Human Rights Democracy	➢ Through History and English Curriculum ➢ Student Council ➢ UNRC – Picture News
Parental Engagement / Contact	➢ Annual Reviews and Parents Evening ➢ Early Help Assessment Writing leading to TAF and TAC Meetings ➢ Charity Events ➢ Parent Hub ➢ Drop off and Collection times ➢ Home School Diaries ➢ Teams Meetings and Phone Calls ➢ Class Email ➢ School Productions / Assemblies / Spring Showcase ➢ Makaton Training for Parents ➢ Parent workshops and celebrations
Staff Supervision	➢ Meetings ➢ Open door policy ➢ Support
Safeguarding Updates	➢ September Safeguarding for all Staff including the reading of KCSIE 2025 and Woodsetton Safeguarding Policy ➢ Through 'Woodsetton Workshops Sheets and Staff Testing

Working with parents/carers and the wider community

The July 2025 RSHE statutory guidance recognises the central role that parents and carers play in supporting children's understanding of relationships, health and wellbeing. Parents are a child's first educators and have a significant influence in helping them develop, form positive relationships and navigate the challenges of growing up.

At Woodsetton School, we are committed to working in close partnership with parents and carers when planning and delivering Relationships Education and RSHE. In line with statutory expectations, we ensure that parents are kept well informed about what will be taught and when. This includes making our policy readily accessible and communicating clearly the content of the curriculum, as well as parents' right to request withdrawal from elements of sex education that are not part of the statutory requirements.

We provide parents with opportunities to understand the purpose and content of our RSHE curriculum, recognising that openness and transparency are key to building trust and confidence. Through ongoing communication, we offer opportunities for parents to ask questions, discuss any concerns and engage with the school's approach. This supports a shared understanding of how RSHE contributes to pupils' wellbeing, personal development and safeguarding.

We actively promote engagement by offering a range of approaches to ensure all parents can access information and feel included. This includes workshops, opportunities to review curriculum materials and regular updates through school communication platforms such as the Parent Hub app. These processes enable us to support parents in having appropriate, age-appropriate conversations with their children and reinforce the important role families play in keeping children safe.

Through this collaborative approach, we aim to ensure that parents are informed, supported and confident in the school's delivery of RSHE, in line with statutory guidance and best practice.

Right to be excused from sex education (commonly referred to as the right to withdraw)

In line with the July 2025 RSHE statutory guidance, parents and carers have the right to request that their child be withdrawn from some or all elements of sex education that are delivered beyond the national curriculum for science.

At Woodsetton School, we recognise the importance of working in partnership with parents. Before any decision is made regarding withdrawal, we will invite parents to meet with school staff to ensure that the content, purpose and benefits of the curriculum are fully understood. Where appropriate, the views of the pupil will also be considered. These discussions aim to support informed decision-making and to highlight how RSHE contributes to pupils' wellbeing, safety and preparation for life.

In line with good practice outlined in the statutory guidance, we will ensure that parents are aware of the potential implications of withdrawal. This may include consideration of any social and emotional impact on the pupil, as well as the possibility that pupils may receive incomplete or inaccurate information informally from peers rather than through structured, teacher-led learning.

Headteachers will grant requests for withdrawal from sex education delivered beyond the statutory requirements. However, there is no right to withdraw from Relationships Education or Health Education, as these are mandatory elements of the curriculum.

Where a pupil is withdrawn from sex education, the school will ensure that appropriate, purposeful alternative provision is made, ensuring the pupil continues to access meaningful learning during this time.

Working with external agencies

In line with the July 2025 RSHE statutory guidance, the school recognises that carefully selected external organisations and visitors can enhance the delivery of Relationships Education, RSE and Health Education by contributing specialist knowledge and providing alternative, engaging approaches to learning.

The statutory guidance makes clear that schools retain full responsibility for the quality and appropriateness of all teaching delivered. Therefore, at Woodsetton School, robust procedures are in place to ensure that any external contributors are suitable and that their input aligns with our curriculum intent. This includes appropriate checks on the credentials, expertise and safeguarding suitability of all visitors.

Prior to any visit, staff will work closely with the external organisation to agree the content and structure of sessions. This ensures that all materials and teaching approaches are age-appropriate, accessible and tailored to meet the needs of our pupils, including those with SEND. Content is carefully reviewed to ensure consistency with our planned, sequenced RSHE curriculum and statutory requirements.

External input is used to complement and enhance, rather than replace, high-quality teaching delivered by school staff. A member of school staff will always be present during sessions to support pupils, ensure continuity of learning, and maintain the safe learning environment expected within RSHE delivery.

Through this approach, we ensure that all contributions from external agencies are fully aligned with statutory expectations, safeguarding priorities and the individual needs of our pupils.

Summary

RSHE, PSHE and safeguarding are central to our provision and are delivered in an integrated, carefully adapted way to meet the needs of all pupils, in line with the July 2025 RSHE guidance. Through a structured, accessible curriculum and a strong safeguarding culture, we equip pupils with the knowledge, skills and confidence to develop positive relationships, understand personal boundaries, stay safe (including online) and seek support when needed. Our approach is underpinned by staff vigilance, pupil voice, and close partnership with families and professionals, ensuring all pupils are supported to navigate the world as safely and independently as possible.

This policy has been developed in consultation with pupils, parents/carers, school staff and the governing body. Feedback from all stakeholders has been carefully considered to ensure the policy reflects the needs of our school community and supports the wellbeing, safety and development of all pupils. The governing body has reviewed and approved the policy.