



**Puttenham  
Church of England School**



**THE GOOD  
SHEPHERD TRUST**

## **RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY (RSHE)**

**Date of Policy: Autumn 2025**

**Date of review: Autumn 2026**

**Approved by: Headteacher**

***'Our village school strives to provide the best possible education for all its children in a caring and happy Christian community.'***

### **Introduction and intent**

At Puttenham C of E Infant School, we are committed to educating children to fulfil their own unique potential to be the best they can be. The curriculum and the enrichment opportunities they gain whilst at our school support their physical, spiritual, moral and emotional development. We have developed our Relationship, Sex and Health Education (RSHE) curriculum to demonstrate our understanding of the importance of stable and loving relationships, which reflect our Christian and British values. The children will apply these values in RSHE and everyday life to learn to have a sense of who they are, develop empathy, understand how to form respectful, happy relationships and how to stay healthy and safe. The RSHE curriculum also focuses on their own physical and mental well-being. Children are given opportunities to explore their feelings through lessons and discussions as well as learning how to respond and regulate their emotions.

### **Aims**

Our aims of Relationship, Sex and Health Education are:

- to understand through the values of love and wisdom, who they are as individuals and to develop self-worth and self-respect;
- to enable children to form healthy and happy relationships. They will understand the importance of empathy for others, respecting their feelings, views and ideas even when they are different to their own;
- to articulate their feelings and emotions. To be able to regulate these emotions and have strategies which will help them show resilience and perseverance;
- to understand who they can go to when they need help;
- to understand how animals and humans move, feed, grow and reproduce;
- to name the main parts of the body using correct scientific vocabulary;
- to understand the importance of a healthy life style;
- to understand how to stay safe online;
- to have opportunities to ask questions and reflect on what they have learnt;

## **Statutory requirements**

As a maintained school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education. We do need to teach the elements of sex education such as naming body parts and life cycles, which are contained in the science curriculum. Parents are unable to withdraw children from the science or Relationships and Health Education lessons.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Puttenham Infant School, we will teach RSHE as set out in this policy. This policy should be read in conjunction with our child protection and safeguarding; behaviour, anti-bullying, PSHE; E-safety and SEND policies.

## **Policy development**

This policy has been developed through a process of consultation with staff, parents and the previous governing body of the school and using the Department for Education's statutory guidance [Relationships and Sex Education and Health Education document \(9/7/20\)](#) and the [Equalities Act 2010](#). In this policy, we aim to undertake the requirements set out in the Guildford Diocesan Board of Education.

## **Relationship, Sex and Health Education (RSHE) definition**

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. In line with our values, the children will learn to respect and understand the differences and diversity in society today. RSHE involves a combination of sharing information, and exploring issues and values.

## **Curriculum overview and implementation**

The RSHE objectives are set out in Appendix 1 although we will adapt it as and when necessary. The curriculum takes into account the children's age, needs and feelings. RSHE is fully integrated in our curriculum, vision and values. The objectives will be taught through: RE; well-being sessions; Personal, Social, Health, Economic (PSHE) lessons; science; circle times; stories; role play; topic work and collective worship.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family whilst taking care to ensure that there is no stigmatisation of children based on their home circumstances. The children will be aware and respect that family structures are different.

The lessons are planned in accordance to the curriculum, our school values and the school's Christian distinctiveness. In line with the school's Equality and Diversity and SEND policies, the curriculum is accessible to all pupils. The medium term plans can be accessed on the school website <https://puttenham-cofe-infant-school.secure-primariesite.net/relationship-sex-and-health-education/> . All year group plans build on the previous year group's objective. There are opportunities to revisit and consolidate previous learning. The PSHE Association scheme is used as a basis for our PSHE lessons. We will also make links to the PSHE curriculum, British values and the Social and Emotional Aspects of Learning (SEAL) and other relevant books and resources, which support the teaching and learning of PSHE.

We may use visitors such as the school nurse or NSPCC to supplement our learning using appropriate age group materials. This will be monitored by the RSHE co-ordinator and the Headteacher prior to visiting.

### **Responding to children's questions**

Due to the young age of the pupils at this school, it is felt appropriate to respond to their additional questions on an individual basis where possible, taking into account each child's maturity and prior learning, and being sensitive to their needs and beliefs. Where necessary, parents will be consulted if it is felt that the questions exceed those expected of children at this age, so that they can be discussed within the family situation. Teachers are aware that effective PSHE education brings an understanding of what is and what is not appropriate in relationships for a child. If a member of staff is concerned by any issue raised they will follow the school's Child Protection and Safeguarding policy in line with [Keeping Children Safe in Education 2020](#).

### **Assessment and Impact of learning**

The learning may be recorded in the form of photographs, children's work, art, children's quotes or in any other appropriate method selected by the class teacher. The children will be assessed for their understanding throughout the unit of work they have been studying. The class teacher will assess through the work set, questioning, observations, children's self-assessment, reflections and big questions. These assessments will allow teachers to check understanding against the objectives and to inform future planning.

### **Wellness cabin and Emotional Literacy Support Assistant (ELSA)**

At Puttenham, we understand that there will be some children that require extra support with social and emotional needs. Research shows that children learn best when they have high self-esteem, self-awareness, resilience and a sense of belonging. There are opportunities to work with the ELSA to support the children to gain an understanding of who they are, build self-esteem, resilience, understanding and regulating emotions. Our wellness cabin is equipped with high quality resources to support the ELSA nurture groups and interventions.

### **Roles and responsibilities**

#### **The Headteacher will:**

- ensure staff, parents and the local committee members are informed of our RSHE policy;
- implement the policy;
- provide further support to parents such as workshops, sign posting to relevant information, advice centres or workshops, ELSA school support and useful website links;
- monitor the quality of teaching and learning with the RSHE co-ordinator;
- consult parents on a regular basis on the RSHE curriculum.

**The Subject leader will:**

- ensure the implementation of the RSHE policy by the class teachers;
- provide support to the class teachers and provide updates;
- monitor lesson plans, carry out lesson observations and evaluations of learning;
- provide feedback to the SLT and local committee members on RSHE teaching and learning.

**Class teachers will:**

- plan and deliver high quality, engaging lessons to enable children to achieve the outcomes of the RSHE policy;
- deliver the RSHE in a sensitive manner;
- support and challenge where necessary;
- refer to the ELSA or SENco where necessary;
- assess learning and monitor progress made;
- respond to the needs of individual pupils;
- Provide a system which allows children to ask for help or to speak to an adult e.g., I wish my teacher knew boxes.

**Pupils are expected to:**

- Fully engage in RSHE lessons and when discussing issues, pupils will treat others with respect and sensitivity.

## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



