

# RSHE policy

Wellstead Primary School



**Wellstead Primary School**  
Sowing the Seeds of Success

|                            |                    |                        |
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| <b>Approved by:</b>        | Learning Committee | <b>Date:</b> June 2025 |
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### 1. Aims

Our RSHE curriculum has been designed using the SCARF scheme of learning which ensures all curriculum objects have been covered. Throughout a child's time at Wellstead, they will revisit topics in our spiral, recursive curriculum which ensures both substantive and disciplinary knowledge is embedded and built upon each year. The journey children take through the objectives and the depth they are covered at are mapped out to ensure they are age appropriate for children and relevant to the children's lives at that point. Although we have adopted the SCARF scheme, we recognise that our school is different from others and are adopting unique units which meet the needs of our children and community. It is also adapted to embed our school values throughout the learning journeys.

In early years, children will be introduced to a new theme each week and learning will include adult-guided activities, discussion points, development through independent play and opportunities to learn through stories. From Year 1 to Year 6, children will take part in 6 units throughout the year – Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing. Each half term, children will have a series of 'I can' statements which both them and their teacher will assess them against. These 'I can' statements are taught to children throughout each topic using a variety of pedagogical approaches.

Throughout children's time at Wellstead, the RSHE curriculum has some overlap with science and computing objects. It also links to other areas of the curriculum as children learn how to take part in discussions, respect other's opinions, work well with others and to be inclusive.

By the end of children's RSHE journey through Wellstead, we aim to equip children with the knowledge and skills they require to go out into the world and be a positive, safe, respectful and inclusive citizen.

### 2. Statutory requirements

RSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

### 3. Content and delivery

#### 3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on our website.

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For other aspects of RSHE, including health education, see the attached curriculum map for more details about what we teach in each year group (Appendix A).

### 3.2 How we teach it

Throughout a child's time at Wellstead, they will be taught RSHE weekly by class teachers and will revisit topics in our spiral, recursive curriculum which ensures both substantive and disciplinary knowledge is embedded and built upon each year. The journey children take through the objectives and the depth they are covered at are mapped out to ensure they are age appropriate for children and relevant to the children's lives at that point. Although we have adopted the SCARF scheme, we recognise that our school is different from others and are adopting unique units which meet the needs of our children and community. It is also adapted to embed our school values throughout the learning journeys.

In early years, children will be introduced to a new theme each week and learning will include adult-guided activities, discussion points, development through independent play and opportunities to learn through stories.

From Year 1 to Year 6, children will take part in 6 units throughout the year – Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being my Best and Growing and Changing. Each half term, children will have a series of 'I can' statements which both them and their teacher will assess them against. These 'I can' statements are taught to children throughout the half term using a variety of pedagogical approaches. Children's progress in each of these units will be reported to parents during parent's evenings and school reports.

Throughout children's time at Wellstead, the RSHE curriculum has some overlap with science and computing objects. It also links to other areas of the curriculum as children learn how to take part in discussions, respect other's opinions, work well with others and to be inclusive. Children will have a variety of additional experiences throughout their school lives to ensure appropriate progress with their personal development, including:

- R.E., P.E. and drama
- Circle time
- Visits and visitors such as school nurse, Police Liaison Officer
- Through national campaigns and initiatives
- School council
- Charity fundraising
- Assemblies
- No Outsiders - Growth Mindset Map (Bigger Questions)

RSHE is at the core of all opportunities children receive at Wellstead as children will be using the skills they have learnt to participate and engage positively on trips, at clubs and with visitors. More specific to RSHE, children will take part in SCARF workshops once a year and, in Year 5, a group of children will be invited to attend a Honeypots residential to continue to develop these skills. Throughout their time at Wellstead, children will also participate in bikeability, e-safety week, anti-bullying week, diversity week, children's mental health week and visits from the emergency services.

In RSHE, lesson structures will vary depending on the topic. However, in every lesson, children will start by being introduced to their learning journey, the 'I can' statements for the lesson and given an opportunity to retrieve what they have learned previously or discuss what they already know. Teachers should use these retrieval opportunities to adapt discussions/learning that takes place in the lesson to ensure any gaps or misconceptions are resolved as well as moving children on to the appropriately to the relevant 'I can' statements. Children may then take part in class discussions, group challenges/tasks, role play, independent tasks or research to enable them to achieve the objective for the lesson. Lessons should adopt the Rosenshine principles and be active and engaging for all children. Sometimes, year groups may come together to deliver RSHE but teachers must ensure they can assess and monitor every child's learning.

Using SOLO, which is embedded throughout the school, teacher's will ensure all children's needs are met and that children are appropriately challenged. Although SOLO does not need to be evidenced in books each lesson, subject leader monitoring will ensure this is in place. The RSHE curriculum is accessible for all pupils

and the school ensures that teaching is accessible for all pupils including those with SEND. Where necessary the school will seek advice from the School Nursing service or Specialist Teacher Advisors.

By the end of children's RSHE journey through Wellstead, we aim to equip children with the knowledge and skills they require to go out into the world and be a positive, safe, respectful and inclusive citizen.

### **Managing difficult questions**

Pupils will ask teachers or other adults questions that pertain to sex education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. We will take account of these differences (including when they are due to specific special educational needs or disabilities) and decide whether they are appropriate for whole-class discussion or on a one-to-one basis or in small groups.

Where questions are asked that are within the remit of the Primary Curriculum, we will seek to answer them in a sensitive and age-appropriate way. If questions are asked beyond the Primary Relationships Education Curriculum, we will refer the pupil back to their parents and carers for clarification.

If there is a safeguarding concern, this will be referred to the Designated Safeguarding Lead (DSL)

## **4. Roles and responsibilities**

### **4.1 The governing board**

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

### **4.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

### **4.4 Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of RSHE is monitored by Priya Mundy (RSHE subject leader) through:

It will be monitored through planning scrutinies, learning walks, book looks and pupil interviews.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Priya Mundy and Amanda Greenwood annually. At every review, the policy will be approved by the governing board and the senior leadership team.

## **6. Links with other policies**

This policy links to the following policies and procedures:

Relationship and sex education policy –

Safeguarding Policy

| Year/Half-termly unit titles | 1<br>Me and my Relationships  | 2<br>Valuing Difference  | 3<br>Keeping Safe  | 4<br>Rights and Respect  | 5<br>Being my Best  | 6<br>Growing and Changing   |
|------------------------------|---|--|--|--|---|---|
| <b>EYFS</b>                  | What makes me special<br>People close to me<br>Getting help   | Similarities and difference<br>Celebrating difference<br>Showing kindness  | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe                                    | Looking after things: friends, environment, money  | Keeping by body healthy – food, exercise, sleep<br>Growth Mindset   | Cycles<br>Life stages<br>Girls and boys – similarities and difference                               |
| <b>Y1</b>                    | Feelings<br>Getting help<br>Classroom rules<br>Special people<br>Being a good friend                                  | Recognising, valuing and celebrating difference<br>Developing respect and accepting others<br>Bullying and getting help  | How our feelings can keep us safe – including online safety<br>Safe and unsafe touches<br>Medicine Safety<br>Sleep     | Taking care of things:<br>Myself<br>My money<br>My environment   | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation   | Getting help<br>Becoming independent<br>My body parts<br>Taking care of self and others             |
| <b>Y2</b>                    | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation            | Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening Skills  | Safe and unsafe secrets<br>Appropriate touch<br>Medicine safety  | Cooperation<br>Self-regulation<br>Online safety<br>Looking after money – saving and spending   | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                               | Life cycles<br>Dealing with loss<br>Being supportive<br>Growing and changing<br>Privacy             |
| <b>Y3</b>                    | Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss         | Recognising and respecting diversity<br>Being respectful and tolerant<br>My community  | Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                                | Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money                             | Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                     | Relationships<br>Changing bodies and puberty<br>Keeping safe<br>Safe and unsafe secrets             |
| <b>Y4</b>                    | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills  | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes                                      | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences<br>Online safety        | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money                     | Having choices and making decisions about my health<br>Taking care of my environment<br>My skills and interests   | Body changes during puberty<br>Managing difficult feelings<br>Relationships including marriage      |
| <b>Y5</b>                    | Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs | Recognising and celebrating difference, including religions and cultural influence and pressure of social media  | Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | Rights, respect and duties relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending                         | Growing independence and taking ownership<br>Keeping myself healthy<br>Media awareness and safety<br>My community | Managing difficult feelings<br>Managing change<br>How my feelings help keeping safe<br>Getting help |
| <b>Y6</b>                    | Assertiveness<br>Cooperation<br>Safe/unsafe touches<br>Positive relationships   | Recognising and celebrating difference<br>Recognising and reflecting on prejudice-based bullying behaviour<br>Understanding Bystander behaviour<br>Gender stereotyping | Understanding emotional needs<br>Staying safe online<br>Drugs: norms and risks (including the law)                     | Understanding media bias, including social media<br>Caring: communities and the environment<br>Earning and saving money<br>Understanding democracy | Aspirations and goal setting<br>Managing risk<br>Looking after my mental health                                   | Coping with changes<br>Keeping safe<br>Body Image<br>Sex education<br>Self-esteem                   |