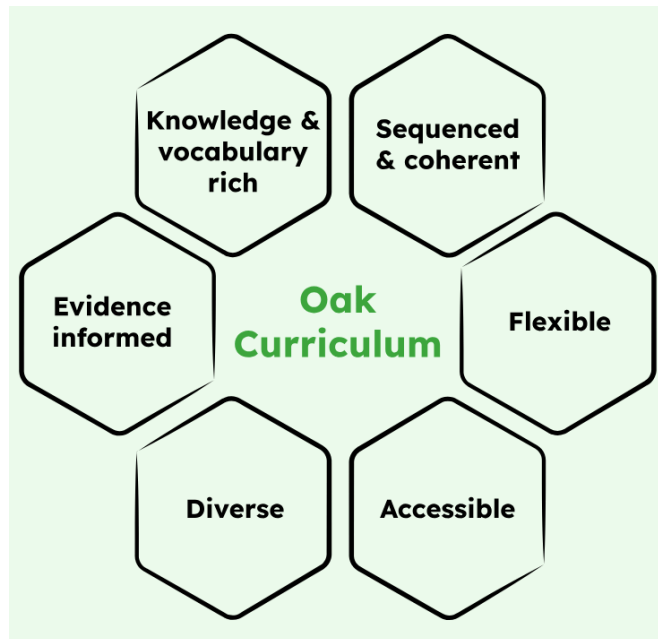




Wymondley School

Relationships, Social & Health Education Policy

Oak Curriculum RSHE (Relationships, Social, Health Education) Policy



Issued:	April 2026
Next review date:	Summer Term 2027

Introduction

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under **Section 78 of the Education Act 2002** and the **Academies Act 2010**, a Personal, Social, Health and Economic (RSHE) curriculum:

- **Promotes** the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society.
- **Prepares** pupils at the school for the opportunities, responsibilities, and experiences of later life.

Key Guidance Links

For full statutory compliance information, we refer to the following:

1. [Statutory RSHE Guidance \(Updated 2024/25\)](#): The primary document for curriculum content.
2. [National Curriculum in England: Framework](#): Outlines the broader obligations for a balanced curriculum.
3. [Parental Engagement on RSHE](#): DfE toolkit for managing curriculum transparency and parental rights.
4. [Keeping Children Safe in Education \(KCSIE\) 2026](#): Linking safeguarding duties to the delivery of RSHE.

Aims of the Wymondley RSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

At Wymondley, 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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They 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.

At Wymondley we choose to deliver Personal, Social, Health Education using Oak Curriculum. We are confident that the Oak Curriculum, which was recommended in the Statutory RHSE Guidance (Updated 2024/25) covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full RSHE programme in an age-appropriate way.

Objectives/Pupil learning intentions:

Oak Curriculum RSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community

- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Oak Curriculum Content

Oak Curriculum covers all areas of RSHE for the primary phase, and can be found here:

[Go to online curriculum](#) 

This curriculum, fully aligned to the September 2026 statutory guidance, aims to equip pupils with the knowledge and skills necessary to make informed decisions about their wellbeing, health, and relationships. The curriculum enables pupils to build and develop knowledge over time while also providing opportunities to learn, question, and evaluate a broad range of experiences. It adheres to statutory guidance, ensuring that teachers are able to deliver correct and well-informed content.

As Oak Curriculum materials are freely available online, the school is fulfilling its duty to provide materials to parents.

Definition of Relationships, Social and Health Education (RSHE)

Since September 2020, Relationships Education has been compulsory for all primary schools. For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2025).

Effective Relationships and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the DfE Guidance. It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of RSHE, such as Oak Curriculum, they are free to continue with this approach.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of RSHE Education.
- When any school provides SRE they must have regard to the Secretary of State's guidance; this is a statutory duty.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum for Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction.
- In line with DfE statutory requirements, our school does not provide a separate Sex Education programme at the primary level and therefore does not cover human conception and birth within our RSHE curriculum. We deliver the [statutory National Curriculum for Science](#), which includes the human life cycle and how humans grow from birth to old age. We also deliver statutory Health Education, which covers the physical and emotional changes of puberty to ensure pupils are prepared for the transition to adolescence.

The role of the Headteacher and Governing body

It is the responsibility of Wymondley's Governors to ensure that as well as fulfilling their legal obligations, the governing board or committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher (Mrs Ally Chadwick) liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSHE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review

The Teaching and Learning Committee of the governing body monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

Our curriculum provides opportunities for pupils to explore important historical events, demonstrate empathy and discuss issues relating to current affairs involving discrimination. As a school we strive to be a proactively anti-racist community. We aim to study celebrated figures from a range of black and minority ethnic groups, ensuring pupils' knowledge of both current and historical figures is representative of society as a whole and is fully inclusive.

We promote equality for all throughout our curriculum, teaching our children to recognise and address all forms of discrimination, including gender stereotyping.

In alignment with the 2024–2026 Statutory Guidance on RSHE and the Guidance on Gender Questioning Children, our school maintains a clear, evidence-based approach to the teaching of biological sex and gender. We teach the biological facts of male and female sex as defined by the human reproductive system within our Science and RSHE curricula.

Under our statutory duty to promote fundamental British values and social cohesion, we teach pupils about the Equality Act 2010 to ensure they understand the legal framework that protects all citizens from discrimination. As part of this, pupils will learn in upper Key Stage 2 that 'gender reassignment' is a protected characteristic and a legal term under the Act; it protects individuals who are proposing to undergo, are undergoing, or have undergone a process to change their sex.

Our staff maintain a position of neutrality regarding gender identity. We focus on ensuring that all pupils are treated with compassion and protected from bullying. We are committed to fostering a respectful environment free from discrimination.

Withdrawal from RSHE lessons

The school's chosen RSHE curriculum does not include aspects of Sex Education as this is not statutory at Primary School. Parents/carers have the right to withdraw their children from Sex Education; however, as this is not included in our chosen curriculum there is no right to withdraw pupils from these lessons. Sex education is included in statutory National Curriculum Science and there is no right to withdraw pupils from this curriculum.

Parents and carers cannot withdraw from any aspect of Relationships Education or Health Education lessons covering the changing adolescent body (puberty).

If a parent has concerns about the RSHE curriculum content covered in school, they should contact the school office to arrange an appointment to discuss their concerns with the relevant member of staff.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. There is a cupboard in the Eagles toilets containing sanitary product. Wymondley is aware that period poverty can be an issue for some pupils and will do the best of its ability to ensure that girls have access to appropriate sanitary products during school time.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by our pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. A significant proportion of RSHE curriculum time is directed towards Health Education and well-being.

How is Oak Curriculum RSHE organised in school?

Oak Curriculum brings together RSHE Education, emotional literacy, social skills and personal development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The curriculum is designed in a two year cycle so that pupils build on prior knowledge and deepen their understanding in each class.

RSHE is taught regularly at Wymondley - typically once each week. The class teacher has responsibility for planning and delivering each unit to their class. Miss Chegwyn carries out regular reviews of learning and lesson observations. Assessment details are completed at the end of each lesson and end of year assessments are recorded and reported to parents. This allows for trends to be identified and standards to be tracked.

Differentiation/SEN

Oak Curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers at Wymondley will tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Oak Curriculum lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Safeguarding

Teachers at Wymondley are aware that sometimes disclosures may be made during Oak Curriculum lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead or their deputy (see posters or Child Protection Policy).

All Wymondley staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Assessment

Teachers at Wymondley are eager to ensure children are making progress with their learning throughout their Oak Curriculum experience. Each lesson and unit of work has a built-in assessment task. This task is the formal opportunity for teacher assessment but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. All assessed work can be collated as part of the children's Oak Curriculum Journals.

Recording and tracking progress

To support our teachers at Wymondley in tracking each child's Oak Curriculum Learning progress throughout the year, there is a Pupil Tracking Grid. This sheet has the three attainment descriptors for each unit. After each unit is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each unit.

Monitoring and evaluation

The RSHE co-ordinator will monitor delivery of the programme through observation, learning scrutiny and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. PHASE Workshops (Y6), Garden House Hospice, Sadie Centre, health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to supplement the Oak Curriculum RSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers must always be present during these sessions and remain responsible for the delivery of the Oak Curriculum RSHE programme.

The Learning Environment

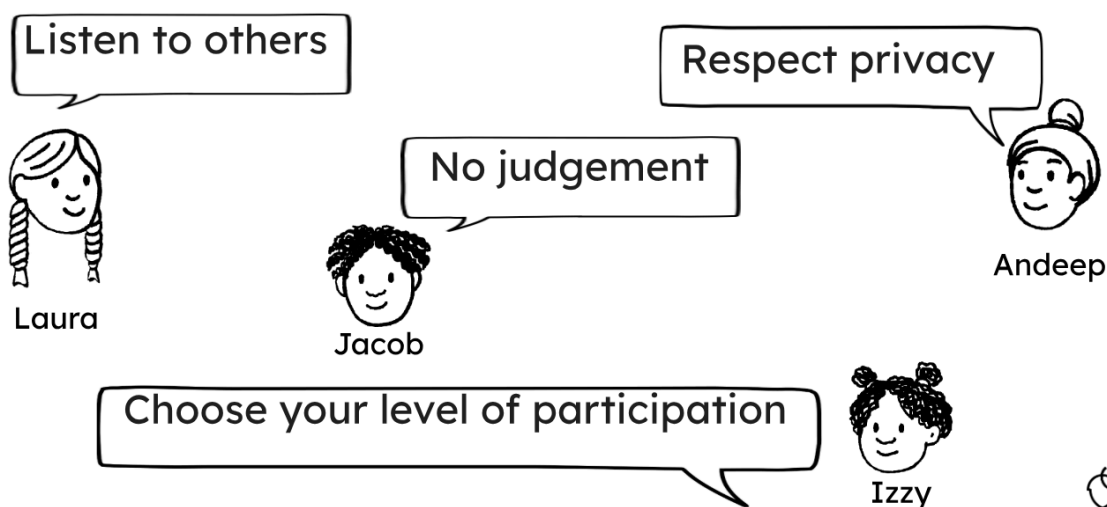
Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson – by using The Oak Curriculum Charter. (Ideally, teachers and children will devise their own Oak Curriculum Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Oak Curriculum Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

There are 'Ground Rules' resources within each lesson of the Oak Curriculum that remind pupils of the expectations and encourage each child to participate in the lesson at their own comfort level.

Ground rules



Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Oak Curriculum. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead or Headteacher if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Oak Curriculum lessons that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

Wymondley believes that it is important to have the support of parents, carers and the wider community for the Oak Curriculum RSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Oak Curriculum RSHE programme through:

- * Parents'/carers' evenings
- * Information leaflets/displays
- * Communication through curriculum letters and meetings

Pupil Consultation:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. At Wymondley we ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

We recognise the clear link between Oak Curriculum RSHE, and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equality Policy
- Child Protection Policy

Training and support for staff

All staff benefit from Oak Curriculum RSHE training in order to enhance their RSHE delivery skills. At Wymondley, opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.