Hallcroft Infant & Nursery School

RSHE Policy

Amended August 2026

Introduction

Definition of Relationship, Sex and Health Education

Sex and Relationship Education has now become better known as RSHE – Relationship, Sex and Health Education. However, much of the guidance still refers to it as SRE. Both are used here interchangeably for ease as they are both used in existing government literature.

'Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSHE 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.

RSHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education and Relationships, Sex and Health Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

At Hallcroft we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE, and through this scheme we address the requirements for the delivery of RSHE.

Aims

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSHE will look at aspects of diversity in an inclusive and non-judgemental way

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. State-funded 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 PSHE Education (DfE, 2014).

- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

The Character Education Framework (DFE guidance Nov 2019) is delivered through the Jigsaw Scheme with particular emphasis placed in Being me in my world (Autumn 1). Our Character Education is also supported through our Take 5 programme (developing resilience and confidence and helping to provide positive behaviour strategies) and through our school ethos. Our equality of opportunity is evidenced in our curriculum and school policies.

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2019) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2016) which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education (included within PSHE)
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding/Child Protection Policy
- British Values Policy
- Special Educational Needs Policy
- Mental Health and Wellbeing Policy
- Attendance / Supporting Children and Families Policy
- PSHE Policy

Intent

At Hallcroft we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Whole-School Jigsaw Approach

At Hallcroft, RSHE is delivered within our wider Personal, Social, Health Education (PSHE) curriculum using Jigsaw PSHE. The approach provides a carefully sequenced, age-appropriate curriculum which develops knowledge, skills and positive attitudes over time. RSHE learning is reinforced through the wider life of the school and through relationships, routines, assemblies and everyday interactions.
Jigsaw places emotional literacy at the heart of learning. Children are supported to recognise, name and talk about feelings, listen to others, express views respectfully and develop strategies for managing emotions. The Jigsaw approach also provides opportunities for children to practise cooperation, empathy, problem-solving and respectful communication.
Lessons are participative and age-appropriate, using discussion, stories, role-play, problem-solving and creative activities where appropriate. Teachers adapt activities to the developmental stage, individual needs and experiences of pupils, while maintaining the intended learning outcomes.

*_Being Me in My World_ – identity, belonging, rights, responsibilities and contribution.
*_Celebrating Difference_ – diversity, similarity, empathy, stereotypes and challenging bullying.
*_Dreams and Goals_ – aspirations, perseverance, resilience, achievement and working with others.
*_Healthy Me_ – physical and emotional health, nutrition, sleep, exercise, hygiene, medicines/drug education and staying safe.
*_Relationships_ – families, friendships, communication, managing conflict, healthy relationships, loss and bereavement.
*_Changing Me_ – growing and changing, body image and self-esteem, puberty and age-appropriate understanding of human development.

To fulfil our aims we will follow the Jigsaw PSHE scheme which addresses the required RSE content for Foundation Stage and Key Stage 1 pupils:

Relationships and Health Education – Key Areas of Learning

The Jigsaw programme enables Hallcroft to address the statutory Relationships Education and Health Education requirements alongside the RSHE content set out in this policy. At Nursery, Reception and Key Stage 1, learning is matched carefully to children's age and stage of development.
Across the primary years, the relevant statutory themes include the following; at Hallcroft, these are introduced and developed at an appropriate level for our pupils:

Families and people who care for me – recognising that families and caring relationships can take different forms and identifying the qualities of safe, loving and supportive relationships.
Caring friendships – developing kindness, trust, loyalty, cooperation and strategies for managing friendship difficulties.
Respectful relationships – listening to others, respecting boundaries, communicating appropriately, managing conflict and challenging bullying and stereotypes.
Being safe – understanding privacy, appropriate and inappropriate behaviour, that each person's body belongs to them, and how to seek help when something feels wrong or unsafe.
Online safety and awareness – understanding safe and respectful use of technology, privacy and personal information, recognising risks and knowing how to report concerns.
Mental wellbeing – recognising and talking about feelings, developing emotional vocabulary, using simple self-care strategies and knowing how to seek help.
Physical health – developing healthy routines including physical activity, sleep, hygiene, dental care, healthy eating and understanding how to keep the body healthy.
Health protection and prevention – understanding germs and illness, sun safety, medicines and when to seek help from a trusted adult or health professional.
Personal safety and basic first aid – recognising hazards, reducing risks and understanding when and how to seek help in an emergency.

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	***Piece Number and Name***	***Learning Intentions 'Pupils will be able to…'***
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

RSE is taught in Nursery and Reception through the EYFS Development Matters Curriculum in a cross curricular approach and through specific "Circle Time" sessions. Relevant areas include;

Personal and Social Development: Making Relationships, Managing Feelings and Behaviour

Understanding the World: People and Communities

Communication and Language: Understanding, Speaking and Listening

Characteristics of Effective Learning: Playing and Exploring, Active Learning, Creating and Thinking Critically support children's learning across all areas.

Key Stage 1

RSE is taught following our Jigsaw PSHE scheme which fulfils the requirements of recent government guidance.

Subject content KS1 for Science and within the Jigsaw PSHE/RSHE sessions. Specific PSHE/RSHE/Science vocabulary will be taught to support pupils to talk about the subject.

Specific details of what RSHE is taught and when are outlined in the Subject Knowledge Plans for Science and PSHE, with detailed expectations of content written in the Knowledge Organisers for each half term. The Knowledge Organisers also identify key vocabulary and related texts.

Resources

Resources to support learning in PSHE/RSHE are being developed and stored in subject boxes and electronically on the school server. Each year group has a folder of the Jigsaw curriculum, and there is a whole school assembly folder linked to each half terms topic. Staff have logins to enable them to access the online Jigsaw portal for lesson materials, which are continuously updated to reflect changes in policy or to reflect societal need.

Inclusive Practice and Respect for Difference

Our RSHE curriculum is inclusive and reflects the diversity of the children and families in our school community. We ensure that all pupils can access learning and are treated with dignity and respect. Where families, cultures or beliefs differ, teaching is factual, objective and sensitive, while remaining clear about children's rights, safety and the expectations of the law.

Children learn that people and families may be different from their own and that difference should be treated with kindness and respect. The curriculum includes age-appropriate opportunities to recognise and challenge stereotypes, including stereotypes about what boys and girls can do, be or achieve.

*Families may include single-parent, adoptive, foster, kinship, blended, same-sex parent, grandparent-led and other caring arrangements.

*Children are taught that discriminatory or bullying behaviour is unacceptable and that concerns should be reported to a trusted adult.

*Teaching is adapted so that children with SEND can participate meaningfully and safely, using visual supports, simplified language, concrete examples, additional processing time, small-group work and personalised resources where appropriate.

Equal Opportunities

All children regardless of gender, age, creed, ethnicity, (or any other protected characteristic) aptitude or ability have equal access to the range of activities and experiences offered in RSHE.

Withdrawal from RSE lessons

We are committed to ensuring that the education provided to pupils in Relationships Education, Health Education and any additional sex education is age-appropriate and compliant with the Equality Act 2010 and relevant statutory requirements.

There is no parental right to withdraw a child from statutory Relationships Education or Health Education, including learning about puberty. Parents/carers also cannot withdraw children from statutory National Curriculum Science, including relevant content about human reproduction and life cycles.

As Hallcroft is an infant school Sex Education is not part of the curriculum. Sex education is distinguished from statutory Relationships Education, Health Education and Science. In line with the Jigsaw approach, any non-statutory sex education taught at Hallcroft will be factual, age-appropriate and limited to content appropriate for the pupils' stage of development.
Sex and relationships topics may also arise incidentally in other subjects or in response to children's questions. Teachers will use professional judgement to respond briefly and factually where appropriate, or signpost children to further discussion with a parent/carer or to planned learning at a later stage.

Safeguarding, Safe Discussion and Responding to Concerns

RSHE has a direct role in safeguarding. Through age-appropriate learning, children develop the vocabulary and confidence to describe feelings, recognise unsafe situations, understand privacy and boundaries, identify trusted adults and seek help when needed. Teachers create a safe, respectful environment for discussion. The Jigsaw Learning Charter and consistent classroom expectations support children to listen to one another, treat personal information with care and understand that adults may need to share information if there is a concern about a child's safety.
Any disclosure or safeguarding concern arising from RSHE teaching will be dealt with in accordance with the school's Safeguarding and Child Protection Policy. Staff will listen calmly, will not promise confidentiality, will avoid leading questions, record concerns accurately and report them promptly to the Designated Safeguarding Lead or deputy.

Special Needs

All children will have access to all areas of the RSHE Curriculum. Children with SEND will be given differentiated tasks, according to their individual needs and abilities.

Working in Partnership with Parents and Carers

We recognise parents and carers as important partners in children's learning about relationships, health and wellbeing. We aim to keep families informed about the content and purpose of RSHE and to support constructive conversations at home.
Parents and carers can access the school's published Knowledge Organisers and may contact the class teacher, PSHE lead or Head Teacher with questions about RSHE content. Where appropriate, parents may be given further information about lesson content and resources so that they can understand how sensitive material is taught.

*Curriculum information and Knowledge Organisers are shared through the school website and other normal school communication channels.

*Questions or concerns are addressed openly and sensitively, with the school explaining the age-appropriateness and educational purpose of the content.

Teaching, Staff Support and Professional Development

Staff delivering RSHE will have access to the Jigsaw planning, resources and Knowledge Organisers used by the school. Teachers are expected to prepare carefully for sensitive content, use age-appropriate language and provide a safe, non-judgemental environment for discussion.
Professional development and support will be provided where needed, particularly in relation to safeguarding, responding to disclosures, managing sensitive questions, inclusive practice and current issues affecting children's wellbeing and safety.

*Use distancing techniques and fictional scenarios where appropriate to help children discuss sensitive issues safely.

*Use accurate and consistent vocabulary, including correct names for body parts where taught.

*Recognise when a child may need additional pastoral, safeguarding or SEND support and follow school procedures.

Assessment and Recording

- Each term every child in EYFS is assessed on their Personal and Social skills and in their understanding of People and Communities and The World.
- By the end of KS1 children are expected to know, apply and understand the skills and knowledge outlined in the requirements RSHE; as detailed in the relevant PSHE End Points.

Monitoring, Evaluation and Impact

Assessment in RSHE is primarily formative and focuses on children's knowledge, understanding, confidence and ability to apply learning in age-appropriate situations. Teachers use observation, discussion, questioning, pupil reflection, written work where appropriate and the Jigsaw assessment opportunities to identify progress and areas for further teaching.

The PSHE and Science subject leaders monitor the quality and consistency of RSHE provision through lesson drop-ins, planning and resource scrutiny, book scrutiny where appropriate, pupil voice, discussions with staff and pupils and review of curriculum coverage. Monitoring will consider not only what children know, but also their confidence in seeking help, respectful relationships and application of safety and wellbeing strategies. Feedback from pupils, parents and staff, together with safeguarding, behaviour and wellbeing information where relevant, will be used to inform curriculum development and the annual policy review.

Responsibilities and Review

- All teaching staff have responsibility for implementing all aspects of this policy.
- The PSHE and Science subject leaders have the role of monitoring RSHE through lesson drop ins, book scrutiny, planning scrutiny, discussions with pupils and teachers and environment walks.
- The PSHE lead is responsible for coordinating RSHE, supporting staff, monitoring quality and impact, keeping up to date with statutory requirements and leading policy review.
- The Head Teacher is responsible for ensuring statutory requirements are met, supporting staff and overseeing safeguarding arrangements
- All staff are responsible for delivering RSHE in line with this policy, reinforcing learning throughout school life and responding appropriately to questions, disclosures and safeguarding concerns.
- Governors have oversight of the policy and its implementation through the school's normal governance arrangements.
- The Head Teacher and PSHE leader will review this policy and the curriculum as required.