

# Penwortham Broad Oak Primary School

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RSHE and Health Education Policy

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Policy



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## RSHE and Health Education Policy

Date: September 2025

Review Date: When required

Approved by: Governing Body

## Vision and Ethos

At Penwortham Broad Oak Primary School, we believe that every child has the right to an excellent education that inspires curiosity, builds confidence, and nurtures a lifelong love of learning. Rooted in our ethos of 'Believe and Achieve', we are committed to creating a safe, inclusive, and stimulating environment where all children are empowered to reach their full potential.

## RSHE and Health Education Policy – Penwortham Broad Oak Primary School

### Document Purpose

This document reflects the values of philosophy of Broad Oak Primary School in relation to the teaching and learning of RSHE and Health Education. It provides a framework within which teaching and non-teaching staff work, and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the school's policies for PSHE, Bullying and Safeguarding, together with the non-statutory framework for PSHE and the Scheme of Work for Science, which can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in RSE and Health Education at that particular time.

### Audience

This Document relates to pupils in Key Stages 1 and 2. The children in the Early Years Foundation Stage (EYFS) follow the Early Learning Goals for Personal Social Emotional Development, which can be found in the Policy for the EYFS. This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and LEA Advisors. This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors. Such distribution ensures the accessibility of the document to visiting teachers and to parents.

### Philosophy

RSHE and Health Education will reflect the values of the PSHE programme. In addition RSHE and Health Education will promote children's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## Statutory requirements

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. In addition, from September 2020 it will be compulsory for all schools to teach Health Education. From September 2020 we will be delivering the new statutory requirements of Relationships Education and Health Education. To be effective in our delivery we believe that Relationships and Health Education should be taught within the broader PSHE curriculum.

## Sex Education

We have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. We will deliver sex education (non - statutory) in Year 6. We will inform parents before the final year of primary school about the detailed content of what will be taught. We will also offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

In line with the ethos of the school, Sex Education will be delivered with sensitivity and care paying due attention to parental expectations, individual development and statutory requirements. We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory included in either Health Education or National Curriculum Science. Some biological aspects of sex education are taught within the science curriculum.

The statutory guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction)

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

*"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."*

## Health Education

Health Education will give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, children will have been taught content on:

1. mental wellbeing
2. internet safety and harms
3. physical health and fitness
4. healthy eating
5. facts and risks associated with drugs, alcohol and tobacco
6. health and prevention
7. basic first aid
8. changing adolescent body

## Mental Health and Wellbeing

At Broad Oak Primary School, we aim to promote positive mental health and wellbeing for our whole school community; children, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

We aim to ensure that our children are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our goal is to help develop the protective factors which build resilience to mental health problems and be a school where

- All children are valued
- children have a sense of belonging and feel safe
- children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

## Subject Aims

Aspects of RSHE and Health Education are taught as an integral part of the school's PSHE provision throughout the primary age range from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately. RSE and Health Education contribute to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Are able to name parts of their body and describe how their bodies work;
- Can protect themselves and ask for help and support; and
- Are prepared for puberty.

RSHE will:

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children.
- Develop communication and social skills;
- Encourage the exploration and clarification of values and development of positive attitudes.

## Key Skills by the end of Key Stage 1

Pupils will be able to:

- Communicate feelings to others.
- Recognise fair/unfair, kind/unkind, right/wrong feelings and actions.
- Identify special people and how special people should care for one another.
- Know that peoples' bodies and feelings can be hurt.
- Recognise how others show their feelings and how they might respond.
- Know ways to recognise, manage and control strong feelings and emotions.
- Develop positive relationships with adults and other children.
- How their behaviour might affect others.
- Know about the process of growing from young to old and how peoples' needs change.
- Judge what kind of physical contact is acceptable and how to respond.
- About the importance of personal hygiene.
- Know the names for the main parts of the body.

## Key skills by the end of Key Stage 2

Pupils will be able to:

- Recognise and respond to a wide range of feelings in others.
- Be aware of different types of relationships.
- Form and maintain relationships with a range of different people.
- Reflect upon the components of a healthy relationship.
- Develop strategies for managing and controlling strong feelings and emotions.
- Recognise ways a relationship can be unhealthy and who to talk to if they need support.
- Develop strategies to resolve conflicts through negotiations.
- About, and accept a wide range of different family arrangements, for example, second marriages, fostering extended families and three or more generations living together.
- Develop strategies for understanding, managing and controlling strong feelings and emotions.
- Discuss moral questions
- How their body will and emotions may change through puberty
- Recognise how puberty may affect the need for personal hygiene, physical activity and nutrition.
- Deepen understanding of risk by assessing and managing risk.
- Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a range of sources including the media.
- Judge what kind of physical contact is acceptable / unacceptable and how to respond.
- Understand how new relationships may develop.
- Develop ways of coping with negative pressures.
- Know that differences and similarities between people arise from a number of factors
- Recognise and challenge stereotypes.
- Learn about differences between gender, identity and sexual orientation.
- Recognise that they may experience conflicting emotions
- About taking care of their bodies.
- That safe routines can stop the spread of viruses including HIV
- Know about human reproduction.

- That the life processes common to humans and animals include growth and reproduction
- About the main stages of the human lifecycle
- Recognise how puberty relates to human reproduction.
- Strategies for keeping physically and emotionally safe including safety online.

By the end of primary school, children will have been taught content on:

1. families and people who care for me
2. caring friendships
3. respectful relationships
4. online relationships
5. being safe

### Curriculum and school organisation

The class teacher will generally be responsible for RSHE in his/her class. Provision for RSHE needs to be planned and timetabled within PSHE lessons. In delivering a balanced, comprehensive and progressive programme, the following guidelines/schemes of work should be consulted:

- Non-statutory framework for PSHE
- SMSC framework
- SCARF PSHE Scheme
- Scheme of work for Science

RSHE themes may be delivered through:

- A cross-curricular approach. Links with other areas are numerous and include formal NC links such as Science - teaching and learning about Health, drugs and relationships and Computing – staying safe online.
- Timetabled lessons
- School activities and events including extra-curricular
- Assemblies

A variety of learning styles is recommended such as:

- Circle Time
- Problem solving
- Discussions and debates
- Drama/role-play
- Games
- ICT-based enquiry and communication.

### Teaching Strategies

Teachers should:

- Have a clear lesson plan with specific learning objectives
- Establish ground rules with their pupils
- Use 'distancing' techniques
- Provide a variety of structured interactive tasks

- Know how to respond to unexpected or unwelcome questions or comments from pupils
- Utilise discussion and project learning methods and appropriate materials

### Special Educational Needs

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

- Provide equal access to opportunities for all pupils, including those with SEND.
- Ensure that reasonable adjustments are made to remove barriers to learning and participation.
- Promote high expectations, independence, and achievement for all pupils, regardless of need or background.
- Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.
- Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.