WHOBERLEY HALL
PRIMARY SCHOOL

RSE, PSHE & British Values Policy

Reviewed and updated in line with statutory RSHE Guidance: Autumn 2026

Review by: Autumn 2029

Believing Achieving Learning for Life

RSE

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Whoberley Hall Primary school, we promote wellbeing and development through a comprehensive Personal, Social, Health (PSHE) Education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Relationships Education is statutory in all primary schools. At Whoberley Hall Primary School, Relationships, Sex and Health Education (RSHE) is delivered in accordance with the latest Department for Education statutory guidance that came into effect in September 2026. Teaching is reviewed regularly to ensure alignment with current RSHE guidance and emerging safeguarding priorities.

At Whoberley Hall, we intend that every child leaves our school with confidence, tolerance for others and respect for themselves and others. With this in mind, it is imperative that they have a secure understanding of healthy relationships, including sexual relationships and an understanding and respect for everyone in the diverse world we live in. Therefore, we have developed a carefully planned curriculum which includes bringing together Science, PSHE and RSE to enable every child to leave our school as respectful young people, who are able to make informed choices about healthy relationships, preparing them well as they move to secondary school.

2. Statutory requirements

As a maintained primary 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 but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Whoberley Hall Primary School we teach RSE as set out in this policy. Our sex education provision reflects current RSHE guidance and is delivered in an age-appropriate manner.

3. Policy development

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – members of the Senior Leadership Team, which includes the PSHE coordinator, pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the approach and policy and make recommendations

3. Governors were consulted on the policy and approach and its implementation

4. Parent/stakeholder Information – parents and any interested parties were invited to contribute their views via a parent survey.
5. Pupil Information –Pupils were invited to complete surveys to ascertain what they already know and what they think they should know.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity or any type of lifestyle.

RSE is about the promotion of respect and tolerance for self and others.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The curriculum includes learning that prepares pupils for modern life, including online safety, digital wellbeing, privacy, personal data, consent, personal safety, healthy relationships, emotional wellbeing and understanding the impact of online content. Learning is carefully sequenced and delivered in an age-appropriate way throughout the primary phase.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- That any type of relationship should have a foundation of respect for oneself and for others too

6. Delivery of RSE

RSE is taught predominantly within the personal, social, health (PSHE) education curriculum through the My Happy Mind Plus PSHE scheme and carefully selected age-appropriate resources. The scheme is supplemented where appropriate with high-quality resources from recognised organisations and current statutory guidance.

Some biological aspects of RSE are taught within the science curriculum lessons.

As in all subjects, lessons will be tweaked and adapted as necessary and appropriate to suit the needs of groups and individual pupils.

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

- Families and people who care for me (being sensitive to recognising that families take on many forms: single, same-sex, grandparents, young carers, adoptive, foster).
- and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health and Mental Well- Being (which is divided into the following categories):

- Mental Wellbeing
- Internet Safety and harms
- Digital Wellbeing
- Privacy and Personal Data
- Online Scams and Fraud
- Age Restrictions and Responsible Technology Use
- Personal Safety and Risk Recognition
- Physical health and fitness
- Healthy eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

Some biological aspects of sex education are taught as a part of the Science curriculum as below:

Year 1- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (year 1)

Year 2- notice that animals, including humans, have offspring which grow into adults (year 2)

Year 5- describe the changes as humans develop to old age (year 5)

At Whoberley Hall we have decided to supplement the statutory parts of the RSE and Science curriculum.

We feel that children need to be taught age appropriate content each year in order to develop a gradual progression of skills across the primary age range.

As a senior leadership team, we have carefully considered the RSE and Science content. We have consulted with the governing body to design a programme which enables children:

To leave our school making informed choices

To develop healthy relationships,

To be prepared well as they move to secondary school.

The curriculum has been developed to build upon previous learning with careful consideration given to the ages and developmental stages of the children.

For more information about our RSE curriculum, see Appendices 1 and 2.

Context:

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,

LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).*******

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff across the primary age range are expected to teach RSE at an age appropriate level.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

The headteacher will call parents to discuss reasons in an attempt to provide reassurance if appropriate. Alternative work, for example Reading, will be given to pupils who are withdrawn from sex education.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE coordinator through:

This monitoring will be done using learning walks, journal scrutiny, pupils voice and other methods.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the PSHE coordinator.

Personal, Social and Health Education (PSHE)

PSHE is the planned provision of the personal and social development of all pupils within a healthy school. Implicit within this provision is the personal and social development of individual pupils. The acquisition of skills, attitudes and values and knowledge and understanding is essential to ensure the entitlement of all pupils to **spiritual, moral, social, cultural, mental and physical development** and for their preparation for the opportunities, responsibilities and experiences of adult life. This is achieved through formal and informal learning and from experiences and relationships throughout the school.

Promotion on British Values

The Department for Education states that there is a need **"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."**

The government set out its definition of British Values in the Prevent Strategy and these values were reiterated in a statement in November 2014. At Whoberley Hall these values are reinforced regularly during PSHE lessons and they are an integral part of our everyday practice.

Our school is committed to teaching the children to distinguish between right and wrong, to contribute positively to the lives of others in the school; in the local community; and internationally through charitable fundraising and giving.

Democracy

Democracy can be seen in action throughout our school. Pupils are listened to by adults and are encouraged to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Whoberley Hall's Wellbeing Pupil Leadership Team promotes democratic processes as the election of members is based solely on pupil votes.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are consistently reinforced. Whoberley Hall has school rules which are introduced to pupils from Nursery and Reception onwards, which are deeply embedded in school life every day. Our pupils are taught the value and reasons behind laws – that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Whoberley Hall provides boundaries for our pupils to make choices, through the provision of a safe environment and an empowering education. Whether it is through choice of challenge, of how they record, of participation in our after school clubs and opportunities, pupils are given the freedom to make choices and to respect the decisions and choices of others.

Mutual Respect

The principles of mutual respect are incorporated in to our school rules and behaviour policy. All pupils and adults are encouraged to show respect for everyone in the Whoberley Hall community. This expectation underpins our work every day, both in and outside of the classroom. We promote the concept of 'fair play'

(developing rules together, celebrating and rewarding success and effort, being magnanimous in defeat, participating in activities that promote kinship and affiliation with others).

Tolerance of Those with Different Faiths and Beliefs

Tolerance of different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them the opportunities to experience such diversity first hand. We encourage pupils to respect individual differences and challenge discrimination. Assemblies, discussions and learning during lessons, support understanding. Members of different faiths or religions are encouraged to share their knowledge to enhance learning. Our RE curriculum, which teaches the main faiths and focuses upon learning *about* religion and learning *from* religion, promotes the tolerance of the beliefs of others.

OBJECTIVES

At Whoberley Hall Primary School we give every child the opportunity to:

- Learn about themselves and others;
- Take on responsibility for their own welfare and that of others;
- Make informed decisions for themselves and others;
- Value and respect themselves and others;
- Reflect on and learn from their own experiences and those of others;
- Learn from their own culture and explore the culture of others,

This is to include:

- Maintaining and enhancing a positive, caring school ethos;
- Accepting that we are all different but valued equally;
- Talking about and through the consequences of our actions;
- Building up the self-esteem of individuals through modelling;
- Fostering a partnership between home, school and the community;
- Learning about the ways of life of other people who make up our society;
- Teaching a sense of responsibility for the quality of our immediate and wider environment;
- Developing a 'moral atmosphere' within the school and classroom which promotes tolerance, respect and co-operation between individuals;
- Seeking ways to include spiritual and moral issues in all subject areas;
- Exploring our own cultural traditions and customs and those of others;

Each teacher at Whoberley Hall helps this process to be effective by:

- Listening and talking with children and giving them the opportunities to listen and talk purposefully in groups (using 'Voice 21' oracy skills);
- Setting ground rules for working together in the classroom and insisting on turn taking, tolerating mistakes or weaknesses, outlawing sexist or racist comments, ensuring equal opportunities etc;
- Being aware of personalities within the class and encouraging an atmosphere of helpfulness and tolerance;
- Giving all children responsibility for aspects of the classroom or school organisation and insisting that this is carried out to the best of the child's ability;
- Grouping children in different ways for a variety of activities – highlight skills you appreciate and tell the children why;
- Being a role model for the children, showing through talking to them and by example the values you think are important;
- Incorporating a spiritual and moral dimension into the daily act of collective worship;
- Giving children opportunities to talk to you and each other about current local and world issues which cause concern to them or the community;

- Being interested in other people, religions and cultures – use the multi-cultural/equal opportunities resources – display them in your classroom – talk positively to you class about them (you may be the only person in the child's life who will);

Curriculum Organisation and Planning

Whoberley Hall follows the My Happy Mind Plus PSHE scheme of work. There are three Core Units running throughout Early Years, Key Stage 1 and Key Stage 2. These are:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- The My Happy Mind Plus PSHE Scheme of Work supports delivery of the statutory Relationships Education curriculum and wider PSHE education, including wellbeing and emotional health. Sex education content is delivered in line with the latest DfE Relationships, Sex and Health Education (RSHE) guidance and statutory requirements.

There are three modes of delivery of PSHE within the curriculum:

1. **Designated PSHE Time:** As a separate subject with a timetabled session each week in Key Stages One and Two.
2. **Opportunities through other subjects:** learning opportunities for PSHE exist across the curriculum, through implementing appropriate strategies, e.g. group work requiring communication and co-operation, and through developing related areas of content, particularly in RE, PE and Science.
3. **Curriculum enrichment opportunities:** e.g. assemblies, visits, supporting charities, (Sports Relief, Children In Need) Anti-Bullying Week, NSPCC assemblies/workshops,

The Early Years Foundation Stage

We teach PSHE in our Nursery and Reception classes as an integral part of our topic work and the Early Years Foundation Stage. We relate each child's learning to aspects of the Personal, Social and Emotional Development Matters document, and ultimately the Early Learning Goals at the end of the Reception year. This area of learning supports emotional wellbeing and self-esteem, as well as developing a positive disposition to learn.

Resources

All PSHE resources are available on SharePoint, which members of staff have access to. There are also files for each year group within the relevant classroom. These files contain the lesson plans, photocopiable resources and the order in which to teach lessons.

Additional resources, such as fiction and non-fiction texts (linked to RSE lessons) are available from the PSHE Coordinator to support lessons.

Working with Parents

We recognise that parents and carers are the primary educators of their children in matters relating to relationships and sex education. We are committed to working in partnership with parents and carers and will provide information about curriculum content and teaching materials upon request. Parents will be informed before any non-statutory sex education is taught and continue to have the right to withdraw their child from non-statutory sex education in line with statutory guidance.

Inclusion

To ensure the inclusion of all children in the teaching of PSHE, the following statutory requirements will be followed:

- Setting of suitable learning challenges
- Responding to the diverse needs of pupils
- Overcoming potential barriers to learning and assessment

Materials from an earlier or later key stage can be used where necessary and appropriate.

Equal Opportunities

In accordance with Whoberley Hall and LA policy, a commitment to Equal Opportunities will be built into all aspects of PSHE. This will be ensured by provision for different groups of pupils, (SEN/EAL/LAC etc.) resources used, explicit teaching about discrimination and stereotyping, promoting respect for others, having a positive school ethos and by celebrating cultural diversity.

Assessment and Reporting

Our teachers assess the children's work in PSHE both by making informal judgements, as they observe them during lessons and interactions with others, and through assessments of work completed; gauging it against the specific learning intentions set out in the PSHE scheme of work.

Monitoring and Reviewing

The planning and co-ordinating of the teaching of PSHE are the responsibility of subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, (Through several forms including informal discussions, staff meetings, training days, provision of support through websites)
- Gives the head teacher a regular update evaluating the strengths and development of the subject, and indicating areas for further improvement.

The PSHE policy will be monitored and reviewed by the subject leader and governors on a 3 year cycle.

Appendix 1: Curriculum

YEAR 1

MY HAPPY MIND PLUS CURRICULUM

The school follows the My Happy Mind Plus curriculum and a progressive RSHE programme which reflects current statutory guidance. A Long Term Plan is provided on the school website. Plans and progression documents are reviewed annually and are available from the school upon request.

Supplemented Lessons

Science-Year 1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Whoberley Hall Curriculum:

All external body parts including penis, vagina, breasts will be identified. If children use inaccurate words for other body part for body parts eg. balls/nuts then do use the correct vocabulary, e.g. testicles. If children ask questions about other body parts- teacher will give accurate responses

YEAR 2

MY HAPPY MIND PLUS CURRICULUM

The school follows the My Happy Mind Plus curriculum and a progressive RSHE programme which reflects current statutory guidance. A Long Term Plan is provided on the school website. Plans and progression documents are reviewed annually and are available from the school upon request.

Supplemented Lessons

Science

- notice that animals, including humans, have offspring which grow into adults

Whoberley Hall Curriculum

Children need to be aware that humans can have offspring. However if questions are asked by the children, use the following guidance and vocabulary:

Give birth, breastfeeding, pregnancy, reproduce, baby, toddler, child, teenager, adult, elderly person- emphasis is upon growth and development. Children's questions will be answered with an emphasis upon scientific explanations.

YEAR 3

MY HAPPY MIND PLUS CURRICULUM

The school follows the My Happy Mind Plus curriculum and a progressive RSHE programme which reflects current statutory guidance. A Long Term Plan is provided on the school website. Plans and progression documents are reviewed annually and are available from the school upon request.

Supplemented Lessons

Whoberley Hall Curriculum - Children need to be aware how humans can have offspring biologically, including the physical process of fertilisation.

Vocabulary: Questions about sexual intercourse should be answered honestly but mainly from a scientific perspective using scientific vocabulary.

Resources- Science Based presentation. Questions box will be made available for children if they have any other 'questions' that may link to fertilisation/sexual intercourse in humans that may not be relevant for all children. (see parent letter).

YEAR 4

MY HAPPY MIND PLUS CURRICULUM

The school follows the My Happy Mind Plus curriculum and a progressive RSHE programme which reflects current statutory guidance. A Long Term Plan is provided on the school website. Plans and progression documents are reviewed annually and are available from the school upon request.

Supplemented Lessons

Whoberley Hall Curriculum - Recap on the biological process of reproduction. Children need to be aware that the body changes and that this process is called puberty which gets their bodies ready for adulthood- including the ability to reproduce. They need to be aware that puberty includes hormones and the effect that hormones have on their body physically and emotionally which may affect feelings and changing moods.

Vocabulary: puberty, hormones, feelings, body changes.

Questions that may come up about reproduction and sexual intercourse should be answered honestly but drawing more on the scientific, whilst mentioning love, respect and commitment.

Resources- Where Willy Went, Hair in Funny Places (selective pages). Kapow Material showing body changes (not including the 'clitoris'). Twinkle PPT (adapted) describing puberty changes.

YEAR 5

MY HAPPY MIND PLUS CURRICULUM

The school follows the My Happy Mind Plus curriculum and a progressive RSHE programme which reflects current statutory guidance. A Long Term Plan is provided on the school website. Plans and progression documents are reviewed annually and are available from the school upon request.

Supplemented Lessons

Science:

Year 5 describe the changes as humans develop to old age . Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Whoberley Hall Vocabulary:

Children need to be aware of changes to their body due to puberty including mood changes linked to hormones and that this may include an interest in forming an affectionate relationship with another person. There needs to be a lot of discussion around this to do with love, respect and commitment. Children need to be aware of the inappropriateness of derogatory and sexually inappropriate comments and that this is not 'banter'.

Children should be aware about the difference between sexual and asexual reproduction in plants, and then relate this to reproduction in humans.

Vocabulary:

growth of body parts, menstruation, periods, sanitary products and hygiene, acne, pubic hair and unwanted hair, voice breaking, sexual reproduction

Resources:

Resources: School-selected age-appropriate materials that support statutory RSHE learning and reflect current guidance.

YEAR 6

MY HAPPY MIND PLUS CURRICULUM

The school follows the My Happy Mind Plus curriculum and a progressive RSHE programme which reflects current statutory guidance. A Long Term Plan is provided on the school website. Plans and progression documents are reviewed annually and are available from the school upon request.

Supplemented Lessons

Science- No statutory elements

Year 6 Whoberley Hall Curriculum:

children need to be aware about how sexual intercourse can form part of a respectful, consensual, committed relationship and that intimacy between adults can form a part of this. That sexual intercourse is not therefore, just for the purpose of reproduction but can be a way of expressing love and affection between adults and can be pleasurable physically and emotionally. They need to be aware of their own emotions and physical responses, along with the fact that children under 16 cannot give consent to sexual intercourse and that sexual intercourse is in fact against the law before you are 16 years old.

Vocabulary:

erections, wet dreams, orgasm, contraception, pleasure in relation to touch, hormones- touch, attraction, skin, hair, voice, height, affection, moods.

Resources: School-selected age-appropriate materials that support statutory RSHE learning and reflect current guidance.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from non-statutory sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	*This will include any discussions with parents and work that will completed in place of the non-statutory RSE*