Lowe's Wong Infant School - Personal Social Health Education and Relationships, Sex and Health Education Policy

Rationale and Ethos:

This policy reflects the statutory guidance issued by the Department for Education (DfE) under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education. From September 2026, Relationships Education is compulsory in all primary schools, Relationships and Sex Education (RSE) is compulsory in all secondary schools, and Health Education is compulsory in all state-funded schools in England. As an infant school, we do not provide sex education. However, all pupils participate in Relationships and Health Education, which supports children in developing healthy relationships, understanding wellbeing, and learning how to stay safe.

At Lowe's Wong Infant School, we wholeheartedly support the philosophy of relationships education and believe it is best taught as part of PSHE – Personal, Social, and Health Education, an integral and compulsory part of our curriculum. At Lowe's Wong Infant School, we value the importance of relationships education to help and support young people through their physical, emotional and moral development. Today's children are growing up in a complex world, both on and offline. We want children to develop positive attitudes and show mutual respect during interactions with others.

We teach Relationships Education in line with our vision and school values which are fundamental to our teaching of Personal, Social, Health and Education (PSHE). Relationships and Health Education (RSHE) in Lowe's Wong Infant School builds the foundations of knowledge, skills and attitudes which help young people to make positive, informed and safe choices about relationships, their health and well-being both now and in later life.

Aims:

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health and Wellbeing focuses on teaching children an understanding and strategies for managing wellbeing:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Health protection and prevention
- Personal safety
- Basic first aid

Objectives:

- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To develop an awareness of the importance of relationships and enable children to practise skills that will help them to build and maintain them.
- To provide factual information at an appropriate level for 4 – 7 year olds.
- To encourage respect for difference and diversity.
- To work in partnership with, and support the role of, parents and carers.
- To model positive relationships throughout the school.
- To give opportunities for pupils to develop and practise decision-making skills with regard to the range of possible consequences.
- To respect and care for their minds and bodies.
- The importance of promoting general wellbeing and physical health.
- To promote and encourage children to make healthy lifestyle choices.
- To consider the impact of online behaviour, how to recognise and display respectful behaviour online.

Teaching and learning at Lowe's Wong Infant School:

Our PSHE Education, including statutory Relationships and Health and Wellbeing education as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages and challenging extreme views. The school's PSHE provision supports our school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded through the entire school's curriculum and culture.

At Lowe's Wong Infant School, we use the SCARF programme (safety, caring, achievement, resilience, friendships) from Coram Life Education. PSHE and RSHE is timetabled on each year group's long-term plans. PSHE is taught explicitly at the start of each term in all classes.

In both EYFS and KS1, PSHE and RSHE lessons are taught discrete, in weekly slots throughout the academic year. They follow the PSHE Scheme of learning units from SCARF, with one unit being taught per half term.

In all year groups the same theme is taught using SCARF;

Autumn 1- Me and my relationships: includes content on feelings, emotions, conflict resolution and friendships.

Autumn 2 - Valuing differences: a focus on respectful relationships and British values.

Spring 1 - Keeping safe: looking at keeping ourselves healthy and safe.

Spring 2 - Rights and respect: learning about money, living the wider world and the environment.

Summer 1 - Being my best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement.

Summer 2 - Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Lowe's Wong Infant School encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance. Within our provision of RHE we will ensure that resources used and teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. We recognise that children at the school may come from a range of family backgrounds, these include but are not limited to: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster parents, grandparents, parents of different ethnicities, disabled parents, same-sex parents and single parents. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSHE curriculum and resources.

PSHE and RSHE within The Early Years Foundation Stage:

As well as the SCARF programme, in the Foundation Stage aspects of Relationships and Health Education are included in the Early Learning Goals for PSED (Personal Social and Emotional Development), Physical Development and Understanding the World.

At Lowe's Wong Infant School, Foundation Stage children are taught to:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs, including physical and mental health.
- Have an awareness of online safety.

PSHE and RSHE within Key Stage One:

Within National Curriculum Science in KS1 the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

How PSHE education is monitored, evaluated and assessed

In EYFS children are given constant verbal feedback and staff are skilled at moving the learning on through interactions and discussions.

In EYFS assessments are made informally throughout the term, allowing teachers to complete termly data drops on Arbor. The data for ELG 3 'Self-Regulation', ELG 4 'Managing Self' and ELG 5 'Building Relationships' is analysed each term by the PSHE Lead.

In KS1 teachers use their marking, informal observations, and discussions with the children to support with assessments. Specific learning objectives are identified on our medium-term plans which will assess the children's understanding in PSHE and RSHE. This information is collated on the Excel Assessment tracker. This data is analysed by the PSHE Lead and any patterns or anomalies are discussed with staff. For each of the six units we carry out a specially designed pre- and post-unit assessment activity. These are conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This supports both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans.

How to respond to questions

Children are naturally curious and we believe that if a child asks a question they require an honest and factual answer. This is true of questions asked in all curriculum areas and at other times during the school day.

All staff in the school will answer children's questions around relationships and health issues in line with the following guidance which is based on that given by the Local Authority:

- Questions will be answered in a factual manner without any personal bias and with reference to the age and understanding of the child.
- If the answer to a question isn't known the class teacher will suggest that the class do some research to find out the appropriate information.

In some situations, staff will sensitively turn the question back on the pupil to establish what they already know, for example "That's a very interesting question, I wonder why you are asking that?", or ask the rest of the class whether they know the answer, "Does anyone else know the answer to that question?"
If it is felt that it is not appropriate to answer a question in a whole class setting the teacher will explain this sensitively and will give an answer to the child individually at the end or refer to the parent or carer.
If a child asks questions about relationships and health that is over and above the norm for the class, the parents or carers will be informed.
Through Relationships Education schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical, online and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At Lowe's Wong Infant School, we run the NSPCC Pants campaign and assemblies relating to healthy and safe relationships in our SCARF programme. At all stages it will be important to teach children about making sensible decisions to stay safe, including online.

Physical health and mental wellbeing:
The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
Children learn about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis will be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example Beavers or Rainbows), are beneficial for health and wellbeing.

We are committed to offering a vast amount of extra-curricular clubs at Lowe's Wong Infant School for KS1 children. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. We work closely with parents on this issue and try and encourage parents to work in partnership with us.

Roles and Responsibilities:
The PSHE Lead has the following responsibilities:

To lead the annual review of the PSHE and RSHE policy

- To ensure that resources used are relevant and appropriate to the needs of the children, in line with legal requirements DfE RSHE Guidance 2026.
- To lead on the evaluation of the PSHE and RSHE policy and programme.
- To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE and RSHE.

The Governors have the following responsibilities

- To ensure that an up-to-date PSHE and RSHE policy is in place and is made available to parents and for inspection.
- To ensure that the RHE policy and curriculum are in line with the DfE RSE Guidance 2026.
- To ensure that the policy and programme reflect a whole school approach.

All staff have the responsibility to ensure that they, or anyone working in their classroom to deliver/support PSHE and RSHE, is doing so in line with the school's RSHE policy, and other relevant school policies. Teaching staff contribute to the evaluation of the programme. They are also responsible for assessing children's progress against the agreed learning outcomes and providing reports to parents.

Parents' rights to withdrawal:
We are committed to ensuring that the education provided to pupils in relationships education / RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science), but not from relationships education at primary. As an infant school, sex education is not delivered therefore all pupils should be part of relationships education at Lowe's Wong Infant School.

Confidentiality and child protection:
All staff members at Lowe's Wong Infant School have a duty to safeguard the well-being of children. We recognise that the open discussion associated with PSHE and RSHE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the school's Designated Safeguarding Lead or deputy in the lead's absence. The Designated Safeguarding Lead will then work in line with the relevant school policies in terms of any further action that may be taken.

How the delivery of the content will be made accessible to all pupils:
It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Support Plans (ISPs).

Consultation:
This policy was developed following a consultation process with staff, parents and carers and governors. In order to ensure that the RSHE policy remains relevant and incorporates the views of all key stakeholders there will be an ongoing process of consultation.

Staff training:
RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

Links to other relevant policies:
The PSHE and RSHE policy links to the following school policies:

- Safeguarding

- Equality and diversity
- Peer on Peer Abuse
- Confidentiality
- Child Protection
- Drugs Education
- Special Educational Needs
- Health & Safety
- Online Safety
- Anti-bullying

Useful documents:

- DfE 2026, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
  Relationships Education, Relationships and Sex Education and Health Education guidance
  SEND Code of Practice

Relationships Education

- Safeguarding: NSPCC PANTS rule with film.

Relationships and Sex Education

- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Mental Health

- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.

Online safety

- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child
- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

- PSHE Association Programme of study for KS1-5

Drugs and alcohol

- Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

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