



**BLENHEIM
SCHOOLS**

RELATIONSHIP, SEX & HEALTH EDUCATION (RSHE) POLICY

OAKFIELDS PREPARATORY SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) Policy

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1. Legal framework and linked policies

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2025) 'Keeping children safe in education' (KCSIE)
- DfE (2020) 'Relationships and sex education (RSHE) and health education'
- DfE (2025) Relationships Education, Relationships and Sex Education and Health Education (for introduction September 2026)

This policy will be followed in conjunction with the following school policies and procedures:

- Safeguarding Policy
- Careers Education, Information, Advice and Guidance Policy
- Equal opportunities Policy
- Online safety policy
- Curriculum Policy

2. Policy context and rationale

This relationships, sex and health education policy covers Oakfields Preparatory School approach to teaching relationships, sex and health education (RSHE). RSHE is an integral part of our PSHE curriculum at Oakfields Preparatory School and covers all statutory requirements as per the DFE guidance for relationships and sex education and health education.

Parents/carers, staff and pupils have been consulted during the development and review of this policy.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside definite risks. In line with **statutory RSHE and Health Education (2025)**, **Keeping Children Safe in Education** and the provisions of the **Equality Act (2010)**, our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, skills and understanding to recognise risk, stay safe and make informed decisions about their wellbeing, relationships and health.

At our school, RSHE is not taught in isolation but is embedded within a whole-school safeguarding approach. RSHE provides accurate, age-appropriate knowledge alongside the development of personal and social perspectives. It supports pupils to understand boundaries, consent, healthy relationships, online safety and emotional wellbeing, enabling them to manage their lives safely and positively both now and in the future whilst developing the confidence to seek help when needed.

RSHE provision at Oakfields Preparatory School strengthens safeguarding, promotes wellbeing, and supports all our pupils to achieve positive, lifelong outcomes and to contribute meaningfully to society.

3. Principles and aims of effective RSHE

RSHE provision at Oakfields Preparatory School

- Is an identifiable part of our school curriculum, which planned and integrated across all Key Stages and classes.
- Is taught by staff who have received RSHE training and overseen by the Deputy Headteacher.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and participation is encouraged through a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes signposting to sources of help and advice and reliable information online.
- Embeds diversity through an inclusive whole school approach ensuring that all protected characteristics, including LGBTQ+ identities, are represented positively and routinely and all identities are respected all forms of discrimination are challenged.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities (SEND).
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Ensures setting staff have periodical RSHE training in relation to emerging issues and contextually relevant themes.
- Equips pupils to recognise, critically evaluate and respond to misinformation, disinformation, and conspiracy theories, particularly those encountered online. This includes teaching pupils how to assess the reliability of sources, understand the potential harms of false narratives, and develop digital literacy and critical thinking skills in line with the latest Keeping Children Safe in Education guidance.

4. Definitions

- RSE involves a combination of sharing information and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- Relationships education focuses on building pupils' understanding of healthy, respectful relationships of all kinds, including friendships. It includes topics which keep young people safe such as consent, boundaries, communication, and respect for others.
- Health education covers the physical and mental health and wellbeing of pupils. It includes learning about mental health, emotional wellbeing, healthy lifestyles, diet, exercise, substance misuse, and personal safety.
- At Oakfields Preparatory School we define sex education as learning about human reproduction beyond the statutory elements of the science curriculum.

5. Delivery of RSHE

RSHE is taught through a range of teaching methodologies, such as storytelling, role-play, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

RSHE is delivered by class teachers as part of the PSHE curriculum, timetabled as one planned 45-minute lessons each week.

Roles and responsibilities

The governing board

will approve the RSHE policy and hold the Head to account for its implementation.

The Headteacher

is responsible for ensuring that RSHE is taught consistently across the School, and for managing requests to withdraw students from sex education.

The Deputy Headteacher has responsibility for:

- *Ensuring that RSHE is delivered in line with statutory guidance and reflects the school's policy.*
- *Overseeing all required content is coherently planned and consistently taught across year groups.*
- *Develops wider staff by identifying training needs, providing appropriate resources, and ensuring teachers have the subject knowledge and confidence to deliver sensitive content safely and effectively.*
- *Working in partnership with safeguarding leads to ensure the curriculum is responsive to contextual safeguarding issues and the needs of specific pupils or groups.*

Staff are responsible for:

- *Delivering RSE in a sensitive way*
- *Modelling positive attitudes to RSE*
- *Monitoring progress and understanding*
- *Responding to the needs of individual students*

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

6. Equality, diversity and inclusion

RSHE is delivered to all pupils as part of a broad, balanced and inclusive curriculum, ensuring that every young person can access learning that is appropriate to their age, stage and individual needs. Teaching approaches are adapted to support different abilities, strengths and learning styles, enabling all pupils to participate, develop confidence and make progress.

We are committed to modelling, promoting, and teaching the values of inclusion and empowerment for all. This includes, but is not limited to, upholding the Protected Characteristics as defined by the Equality Act 2010. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment.

Our approach to tailoring RSHE is underpinned by our commitment to **trauma-informed** and **neurodiversity-affirming practice**. Through a relational and responsive approach, we seek to understand and meet underlying needs, creating a safe environment where pupils feel supported and able to engage in learning in a manner which is accessible to them.

Through RSHE, all pupils are given opportunities to explore, question and develop their understanding in a way that respects their background, identity and personal circumstances, preparing them for life in a diverse and inclusive society.

7. Curriculum and monitoring

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

The statutory components of RSE and health education are taught as part of the PSHE curriculum at Oakfields Preparatory School. The curriculum is structured in accordance with the PSHE Association SEND framework, providing a coherent and progressive framework that supports accessibility, inclusivity and the effective development of pupils' knowledge, skills and understanding.

Content is delivered using a range of high-quality, evidence-informed resources drawn from reputable and recognised organisations, including edit as appropriate PSHE Association, Cre8tive Resources and the NSPCC. All materials are carefully selected, quality assured and adapted where necessary, to ensure they are appropriate to the age, stage and individual needs of pupils.

Pupils' knowledge and understanding is assessed through a combination of informal and formal methods that support each pupil's individual level of engagement and understanding such as 1:1 discussions, role play, responses to stimuli. Where appropriate, formative assessment methods such as written materials and quizzes will be used to monitor progress.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching, and informal drop-ins conducted by members of the senior leadership team (SLT) and the PSHE leader. The observations and findings of which will be used to identify and inform future staff training needs.

Consultation with parents and gathering of pupil voice will be conducted on a regular basis to support ongoing evolution of the curriculum to ensure it remains responsive to emerging needs and reflective of pupil's experiences and contextual needs.

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

8. Responding to pupils' questions

RSHE lessons may raise sensitive or controversial issues and some of these may reflect their age or stage, personal or family beliefs, faith or cultural perspectives. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues. In RSHE sessions pupils are encouraged to ask questions openly within the class working agreement or anonymously using a questions box. Teachers will provide answers that are age and stage appropriate, based on pupils' understanding.

Our whole-school culture recognises the importance of RSHE and our commitment to keeping pupils safe. We recognise pupils may ask questions about RSHE topics outside of planned lessons, and these questions may be directed to any member of staff. As part of our commitment to safeguarding, staff will use their best endeavours to respond with patience, empathy and understanding in a manner that is age and stage appropriate. However, if a staff member is unable to answer a question, then questions may be deferred to enable staff to consult colleagues or senior leaders, so an appropriate response is provided. Staff may refuse to answer questions that are inappropriate or personal to themselves, explaining the reason and guiding pupils to reliable sources, including parents or trusted adults.

9. RSHE and safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to the planning and delivery of RSHE.

Designated Safeguarding Leads (DSLs) work closely with PSHE/RSHE leaders to ensure safeguarding is fully embedded within curriculum content, teaching approaches and resources. This is a two-way process: staff delivering RSHE will share emerging themes, concerns or contextual safeguarding risks identified through classroom discussion, enabling DSLs to respond proactively. In turn, DSLs support staff to plan and deliver content sensitively, particularly where pupils may be vulnerable or where topics may be difficult due to the student's own prior experiences or trauma.

RSHE is delivered using appropriate distancing techniques, such as scenarios or characters, to ensure pupils can engage safely without pressure to disclose personal information. Staff signpost pupils to appropriate sources of support and work closely with pastoral systems and clinical teams to ensure timely responses to emerging needs. Any disclosures or concerns arising during lessons are treated as safeguarding matters and reported immediately to the DSL, in line with the school's safeguarding policy.

10. Involving parents and carers

We believe that RSHE is most effective when it is in collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents/carers of children and young people at Oakfields Preparatory School through mutual understanding, trust and cooperation.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy, through an annual survey. A representative sample of the resources used is available as an appendix to this policy. Parents are able to view other curriculum materials used to teach RSHE on request. The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, review the resources being used and discover ways to build on the learning at home. Our school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Right to withdraw

There is no right to withdraw from Relationships Education or Health Education. Parents and carers may request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all the non-statutory Sex Education, they should discuss this with **Matthew Booth, Headteacher** (matthew.booth@oakfieldsschool.co.uk) making clear which sessions they do not wish their child to participate in. The Headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their

peers' version of what was discussed in classes rather than what was taught directly. Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn. A copy of withdrawal requests will be placed in the pupil's educational record.

Following the decision, except in exceptional circumstances, Oakfields Preparatory School will respect a parent/carers' request to have their child withdrawn from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school will provide the child with sex education during one of those terms and document this process.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Where a question arises that is necessary to safeguard a pupil or to address potentially harmful myths or misinformation around sex education topics, staff will provide an appropriate, factual and sensitive response which will be recorded on school safeguarding systems and follow the schools' safeguarding policy. In such cases answers will be framed to support pupil's safety, wellbeing and understanding.

11. Policy review

Consultation with families and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be annually or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance.

This RSHE policy is currently aligned with the Department for Education Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2025).

- **Appendix one**
- **Curriculum coverage PSHE, RSE and health education**

This document outlines the Personal, Social, Health and Economic Education (PSHEE) curriculum for Year 1 to Year 6. The curriculum is structured around three core areas taught across the academic year: Relationships (Term 1), Health and Wellbeing (Term 2), and Living in the Wider World (Term 3). Each year group builds progressively on key concepts while addressing age-appropriate topics.

Core Areas and Overarching Concepts

Relationships (Term 1)	Health and Wellbeing (Term 2)	Living in the Wider World (Term 3)
• To understand self and others • To build positive connections • To recognise dynamics in relationships • To understand rights, responsibilities and consent • To understand diversity and equality	• To understand self-awareness and esteem • To maintain a healthy and balanced lifestyle • To understand risk and safety • To understand rights, responsibilities and consent • To understand change and resilience	• To understand place in community • To understand diversity and equality • To understand rights and responsibilities • To understand risk and safety • To understand change and resilience • To understand career awareness

Year Group Focus	Term 1: Relationships	Term 2: Health and Wellbeing	Term 3: Living in the Wider World
Year 1	to understand identity, friendship, bullying	to understand personal safety, a balanced lifestyle	to understand community, environment, change
Year 2	to understand friendship, feelings, behaviour	to understand wellbeing, body awareness, safety	to understand environment, communities, digital literacy
Year 3	to understand cooperation, family, conflict resolution	to understand strengths, fitness, body autonomy	to understand independence, democracy, diversity
Year 4	to understand friendship dynamics, loss, bullying	to understand learning styles, hygiene, emotions	to understand skills, community, stereotypes
Year 5	to understand family structures, relationships	to understand puberty, hygiene, safety	to understand learning, prejudice, organisation
Year 6	to understand uniqueness, power, diversity	to understand self-esteem, puberty, attraction, conception	to understand citizenship, transition, diversity

Year 1 PSHEE Curriculum

Term 1: Relationships

- To develop friendship and cooperation
- To recognise own talents and abilities
- To understand difference between 'telling' and 'tattling'
- To learn that bodies and feelings can be hurt by words/actions
- To understand what bullying is
- To develop assertiveness skills
- To respond appropriately to uncomfortable physical contact
- To recognise what is fair/unfair
- To identify special people and what makes them special
- To learn about different types of families
- To firework safety

Term 2: Health and Wellbeing

- To understand difference between secrets and surprises
- To pants NSPCC resources (age 5-7)
- To learn ways to keep physically healthy
- To understand eSafety basics
- To understand importance of balanced diet
- To learn sun safety
- To build self-esteem
- To explore emotions and feelings
- To identify things that help people feel good

Term 3: Living in the Wider World

- To recognise belonging to various groups and communities
- To treat animals and environment with care
- To take responsibility for self and environment
- To recognise risks in everyday situations
- To learn about change and loss
- To identify feelings associated with loss such as grief
- To understand that jobs help people earn money
- To learn about needs versus wants
- To understand that people can't always have what they want

Year 2 PSHEE Curriculum

Term 1: Relationships

- To recognise what makes them special and unique
- To articulate qualities of a friend
- To formulate friendship rules
- To understand committed relationships
- To identify different types of teasing and bullying
- To learn how to deal with bullying
- To understand how feelings affect others
- To recognise how behaviour affects others
- To understand others' needs and responsibilities
- To develop empathy skills
- To identify support people
- To create class rules

Term 2: Health and Wellbeing

- To understand importance of sleep and relaxation
- To learn different ways to relax
- To recognise when to take breaks from screens
- To identify range of feelings
- To understand how feelings change with situations
- To deal with feelings positively
- To recognise risks and minimise harm
- To learn personal safety - road and water
- To understand body similarities/differences - boys and girls
- To learn correct names for body parts
- To know what to do if feeling unsafe
- To use PANTS NSPCC resources (age 5-7)

Term 3: Living in the Wider World

- To identify changes during transition to new school year
- To identify positive ways to learn
- To recognise what improves/harms local environment
- To contribute to immediate environments
- To contribute to class and school life
- To distinguish between responsible/irresponsible behaviour
- To understand belonging to various communities
- To learn why people belong to communities
- To understand internet role in everyday life
- To learn that not all online information is true

Year 3 PSHEE Curriculum

Term 1: Relationships

- To understand importance of cooperation
- To develop teamwork skills
- To learn about positive friendships
- To understand healthy friendship characteristics
- To learn about family relationships and structures
- To understand family changes
- To know that marriage and civil partnerships are a legally recognised commitment intended to be lifelong
- To know that forced marriage is a crime
- To understand need for apologies
- To learn conflict resolution
- To differentiate between unkindness and bullying
- To know what to do in bullying situations
- To understand discriminatory behaviour

Term 2: Health and Wellbeing

- To set personal behaviour goals including using manners
- To develop individual/collective responsibility
- To understand that feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- The characteristics of a poor diet and risks associated with unhealthy eating (tooth decay)
- To understand the risks associated with an inactive lifestyle, including obesity
- To recognise early signs of illness
- To learn about germs and hygiene
- To understand classroom rules
- To learn about body autonomy
- To use PANTS NSPCC resources (age 7 -9)
- To discuss dealing with changes in life

Term 3: Living in the Wider World

- To recognise importance of independence
- To learn from consequences of actions
- To discuss online safety
- To learn appropriate information sharing
- To understand different viewpoints
- To challenge discriminatory viewpoints
- To understand personal space concept
- To learn about responsibilities and choices
- To introduce democracy concept
- To examine democracy in school and country
- To explore being a responsible citizen
- To develop awareness of responsibility

Year 4 PSHEE Curriculum

Term 1: Relationships

- To recognise qualities of good friendship
- To empathise with others' feelings
- To understand feelings around loss and feelings associated with loss such as grief
- To learn ways to celebrate life
- To express feelings about important people/animals
- To make difficult decisions considering others
- To reinforce value of kindness
- To navigate friendship ups and downs
- To recognise unsafe relationships
- To differentiate between unkindness and bullying

Term 2: Health and Wellbeing

- To identify learning strengths and weaknesses
- To recognise effective learning strategies
- To understand risks of unhealthy diet
- To maintain good oral hygiene
- To learn about sleep and healthy routines
- To recognise feelings and coping strategies
- To understand hygiene during puberty
- To learn about periods (brief introduction)
- To learn safety in everyday situations - road and rail
- To PANTS NSPCC resources (age 7-9)
- To understand feelings about change

Term 3: Living in the Wider World

- To identify personal and others' skills
- To express concerns and opinions and consider others' viewpoints
- To understand anti-social behaviour
- To identify crimes and police role
- To know legal ages for activities
- To recognise group belonging symbols - design class symbol
- To avoid judging by appearances
- To recognise harmful stereotyping based on sex, race, disability, or sexual orientation
- To develop healthy attitudes towards money
- To identify ways to help in the community

Year 5 PSHEE Curriculum

Term 1: Relationships

- To have positive self-perception
- To understand family structures
- To identify relationship types
- To recognise safe vs unsafe relationships
- To understand attraction and sexuality
- To recognise peer influence - peer pressure vs. positive relationships
- To utilise PANTS NSPCC (age 9-11) resources

Term 2: Health and Wellbeing

- To foster self-esteem development
- To understand puberty changes
- To learn about menstruation
- To understand hygiene importance
- To ensure e-safety - recognising harmful online content, including misogyny and inappropriate images, with strategies for safe responses
- To ensure personal safety - road and water
- To be aware of harassment and violence (e.g. recognising abuse, unwanted attention) and how to report it and seek help

Term 3: Living in the Wider World

- To achieve successful learning
- To recognise personal achievements
- To understand actions and consequences
- To develop cultural awareness
- To increase prejudice awareness
- To foster personal organisation
- To build public speaking confidence
- To develop drug and medicine awareness - alcohol and tobacco
- To learn basic first aid
- To understand the risks relating to online gaming and video game monetisation

Year 6 PSHEE Curriculum

In Year 6, our PSHEE curriculum is designed to support students through their final year of primary school equipping them with the understanding and skills necessary for the transition to senior school. This stage delves deeper into personal identity, relationships, health, and their role within the wider world, preparing them for increased independence and future challenges.

Term 1: Relationships

- To celebrate uniqueness
- To understand power dynamics and bullying
- To understand consent i.e. to asking someone's permission to do something
- To understand bullying motivations
- To identify signs of abuse and coercive behaviours and understand reporting mechanisms
- To recognize role models in their world
- To understand physical attraction
- To know that isolation and loneliness can affect children, and the benefits of seeking support.

Term 2: Health and Wellbeing

- To understand self-esteem and body image
- To understand social media impact on mental health and self esteem - media manipulation
- To understand hormones and puberty
- To understand what happens during conception and birth
- To maintain balanced nutrition
- To understand PANTS NSPCC (age 9-11)
- To understand drug and medicine awareness including nicotine addiction - vaping and alcohol
- To know facts and scientific evidence relating to vaccinations and immunisations

Term 3: Living in the Wider World

- To understand prejudice and racism awareness
- To recognize harmful online content, including misogyny and inappropriate images, with strategies for safe responses
- To be aware of harassment and violence (coercion, online harassment) and how to report it and seek help
- To understand scams, fraud and financial harms
- To be aware of illegal behaviours online including drug and knife supply
- To learn basic first aid
- To manage transition to senior school

Appendix two

Statutory Relationships and Sex Education content **Relationships and sex education, primary content**

Families and people who care for me:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-

face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

Document Name:

Relationships, Sex & Health Education (RSHE) Policy

Document Type:

Policy

Policy Owner:

Director of Education

Version Number:

2627.1

Last Review Date:

September 2026

Next Review Date:

September 2027



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