Langley Green Primary School

Curriculum Policy for Relationships, Sex and Health Education (RSHE): Safety and Wellbeing

Reviewed – September 2026

1.Legislation and Guidance:

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

2. Roles and Responsibilities:

2.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.2 Headteacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

2.3 Subject Leader – see subject leader job description for full details of all responsibilities

2.4 Class teacher – see class teacher job description for full details of all responsibilities.

2.5 Support Staff - Other staff will ensure that the school curriculum is implemented in accordance with this policy.

3. Intent and Aims:

Our intention is that pupils are taught to be safe and healthy, and manage their academic, personal and social lives in a positive way.

RSHE is taught weekly by the class teacher. In school, we refer to RSHE as Safety and Wellbeing and our lessons focus on teaching children about safety and health in all aspects of their lives, from physical and emotional wellbeing to their relationships with others.

The aims of Safety and Wellbeing (RSHE) at our school are to:

- Teach pupils about their rights and responsibilities in keeping themselves safe and healthy
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of relationships

4. Implementation:

Staff Development:

Subject leaders will be supported by the Assistant Heads – Curriculum, and engage in CPD for their subject.

Subject leaders will support class teachers in medium term planning and short term planning where required.

Class teachers will engage in CPD for this subject where needs are identified.

Organisation – general :

At Langley Green Primary School, we follow the West Sussex Education for Safeguarding Curriculum, which is based around four cornerstones: Emotional Health and Wellbeing, Physical Health and Wellbeing, Digital and Media Literacy and Relationships and Sex Education. Each cornerstone includes some aspects of both Relationships Education and Health Education outlined in the DfE Statutory Guidance.

The Education 4 Safeguarding approach allows us to select appropriate content for the needs of our pupils, identified through consultation with pupils, staff, parents, governors and analysis of relevant local data. Examples of feedback from consultations can be found in the Safety and Wellbeing (RSHE) subject folder, along with information on the local data used for identifying curriculum priorities.

Safety and Wellbeing curriculum leaflets outlining the subject content that is covered in each phase (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) have been produced to ensure that parents are informed about our Safety and Wellbeing curriculum.

Organisation – definitions:

Relationships Education

Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. At Langley Green Primary School, we consider the diverse cultural and religious backgrounds of our pupils when delivering content on relationships and the focus is always on teaching children about respecting other people and celebrating differences. Relationships education is statutory at primary school and children cannot be withdrawn from these lessons.

Health Education

Health education is learning about the physical, mental and emotional aspects of being healthy, such as diet, exercise, personal wellbeing, our bodies and sources of support for health issues. It includes age appropriate teaching about changes associated with puberty. Health education supports children to be safe, happy and healthy as they grow, enabling them to make positive and informed choices. Health education is statutory at primary school and children cannot be withdrawn from these lessons.

Sex Education

Sex education at Langley Green Primary School draws on the knowledge of the human life cycle which pupils will gain from their science lessons. Children will learn how a baby is conceived and born, and this information will be given alongside the contextual understanding that reproduction requires physical and emotional maturity, and that it is for adults only. Sex education will **only** be taught in year 6.

Organisation - time allocation:

Safety and Wellbeing is usually taught weekly for one hour. Some teachers may prefer to teach a longer lesson fortnightly where this is more appropriate.

Organisation – equipment and resources:

We believe that all pupils have the right to work with high quality resources and as a school we invest heavily in providing these. We expect all members of the school community to promote our key value of RESPECT in terms of how we store and treat all equipment.

A shelf has been allocated in the school library for some books that teachers may choose to use in the teaching of Safety and Wellbeing. Other useful resources such as websites, videos and activities are listed on each relevant knowledge organiser. We believe it is essential that all children in our school community see themselves and their circumstances reflected in the lessons we teach so we have carefully chosen resources to aid in the teaching of the Safety and Wellbeing curriculum, including those which show a diverse range of families and promote respect for others regardless of their family situation, culture, religion, or any other possible differences.

Subject leaders are responsible for monitoring the way in which resources are stored and managed.

Organisation – withdrawal from learning

Both relationships and health education are compulsory subjects for all primary children. This means that children **cannot** be withdrawn from these lessons as the Department for Education recognises them as essential in teaching children about safety and enabling them to make informed decisions about their wellbeing, health and relationships.

The Department for Education recommends that primary schools should have an age appropriate sex education programme, although this is non-statutory, therefore parents can request that their child be withdrawn from any sex education lessons. This must be done in writing and we ask that parents discuss this with the school before making the request. We hold parent meetings in advance of teaching any sex education content to ensure that they are fully informed and to answer any questions parents may have.

Planning:

A curriculum overview showing progression from years 1 to 6 can be found in STAFF SHARED/CURRICULUM/SUBJECT OVERVIEWS. This document matches relevant objectives from the National Curriculum to each half term for every year group. Knowledge organisers for each half term detailing specific learning outcomes and key vocabulary can be found in STAFF SHARED/CURRICULUM/KNOWLEDGE ORGANISERS, organised by year group.

Equal Opportunities, Gifted and Talented and Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils
Pupils with low prior attainment
Pupils from disadvantaged backgrounds
Pupils with SEN
Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to any pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Safe teaching, Teaching safety:

Risk assessments for this subject are identified on the Knowledge Organisers by a red banner across the top.

The risk assessments are filed in the Risk Assessment File. (Alphabetically by subject.) They are also saved in STAFF SHARED/CURRICULUM/Safety and Wellbeing.

When you are teaching Safety and Wellbeing it is your responsibility to follow the risk assessments for the lesson.

Teaching and Learning, including homework:

The five Langley Green Principles will be at the heart of all lessons.

Our five values, Working together, Friendship, Independence, Respect and Excellence are at the heart of our curriculum and will be evident in all lessons.

The high priority given to reading and love of literature is not a narrowing of the curriculum but the key to children's success in all subjects. Wherever possible, we expect to see a focus on reading. Reading to learn is a key feature of our curriculum; where reading to learn is not appropriate, lessons will provide opportunities to develop children's speaking, listening and reasoning skills.

Vocabulary work is especially key for our pupils and is a major focus in all lessons, supported by visual materials wherever possible. All knowledge organisers identify key vocabulary.

Co-operative learning underpins work in every curriculum subject.

We place high emphasis on oracy. All adults are expected to be an excellent role model and provide sentence stems for pupils. All pupils are expected to give answers in full sentences. Pupils are encouraged to explain their ideas and partner talk is evident in every lesson.

Questions are encouraged and staff will always strive to answer every child's question in an appropriate way. We use 'question boxes' to enable children to ask any question they do not wish to say out loud. The question boxes also allow teachers time to consider appropriate responses to 'difficult' questions. Any question that a teacher does not know how to answer immediately will be placed into the question box in order that the teacher can consider a response, enlisting the help of the RSHE Lead or SLT if necessary.

A range of teaching and learning strategies will be evident in lessons to encourage active learning. (see Approach to the Curriculum presentation in STAFF SHARED/CURRICULUM)

Homework

Homework is not routinely assigned for Safety and Wellbeing, however in some topics there may be opportunities for home learning such as competitions, research, quizzes or sharing acquired knowledge. These opportunities will be shared with children and parents through Google Classroom or through letters sent home.

External Staff:

On occasion, visitors may be invited into school to support the delivery of the Safety and Wellbeing curriculum, for example the NSPCC, St John Ambulance Service, Junior Neighbourhood Watch etc., however all teaching of this subject is the responsibility of the class teacher. All visitors are expected to comply with our school safeguarding procedures and the class teacher or another adult will remain present for the duration of the visit.

Out of School Learning:

Opportunities for out of school learning related to Safety and Wellbeing may include a residential trip (PGL), Junior Citizen, Go Ape, Lucy's Little Forest School or any other trip which is identified

as an opportunity for children's personal or social development. All out of school learning will be monitored by the Educational Visits Co-ordinator, (EVC).

5. Impact:

Monitoring standards of teaching and learning:

Subject leaders will monitor compliance in terms of timings and coverage of their subject.

Subject leaders will work alongside the Assistant Heads and/or Deputy Heads/Head teacher to monitor teaching through lesson observations, drop ins, learning walks, book scrutiny and pupil voice interviews. Subject leaders will maintain an overview of this within the subject files.

Assessment and Recording and Assessing Progress.

Knowledge organisers will be used to assess starting points for each pupil/groups of pupils.
They will be used again at the end of the unit of work to assess progress made.
The subject leader will maintain a spreadsheet and the class teacher will enter percentages at the end of every unit.
Progress may also be assessed through work produced by pupils and collated by the class teacher or RSHE Lead. Years 1 to 6 have a Safety and Wellbeing Class Journal where some examples of work or key learning can be recorded.

Recording and Reporting:

Subject leaders will maintain their subject leader folder and be prepared for an Ofsted Deep Dive.

Additional assessment data regarding pupil behaviour and personal development may be collected through pupil questionnaires, monitoring of behaviour records and discussions with staff. These assessment records will be shared with SLT and governors as required in order to show how our Safety and Wellbeing curriculum contributes to the personal development of children at Langley Green Primary School.

6. Links with other policies:

This policy links to the following policies and procedures:

- EYFS Intent Policy
- EARLY YEARS FRAMEWORK
- Curriculum Intent Y1 – Y6
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Keeping Children Safe in Education Part 1
- E-Safety Policy