

FOX WOOD SCHOOL



Relationships, Sex, and Health Education Policy (RSHE)

Head teacher: Lucinda Duffy
Fox Wood School
Woolston Learning Village
Holes Lane
Warrington
WA1 4LS

Tel: 01925 811534
2025

Review: 2027

PHILOSOPHY

Relationships, Sex and Health Education (RSHE) and Health Education all aim to inform children and young people about relationships, emotions, sex, sexuality, being healthy and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being. RSHE at Fox Wood is planned as part of Personal Social and Health Education (PSHE), Citizenship, Wellbeing, Computing, and Healthy School Development. The context for PSHE and Citizenship is set by the aims of the National Curriculum, which requires schools to provide opportunities for all pupils to learn and achieve; promote pupils spiritual, moral, social and cultural development; and prepare all pupils for the opportunities and responsibilities of life.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

At primary age, pupils are taught about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and being safe
- Preparing for adolescence (puberty) and life cycles
- Mental Wellbeing
- Internet Safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body
- Safeguarding

At Secondary age, pupils will continue to build upon prior learning and cover the following

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing
- Internet Safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention

- Basic First Aid
- Changing Adolescent Body
- Safeguarding

AIMS

This policy has been updated in response to 'Relationships and Sex Education (RSHE) and Health Education' Statutory Guidance (DfE 2025). Following this document, Relationships and Sexual Education (RSHE) is now a mandatory subject and must be taught as a separate lesson. These statutory RSHE requirements cover Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSHE) at key stages 3 and 4 and Health Education from key stage 1 to 4.

RSHE is adapted into our curriculum and helps to promote the independence of all pupils. We focus on a range of key areas, including health and wellbeing (such as self-care, safety, emotional well-being, self-awareness, life skills, hygiene, and snack preparation). Relationships and Sex Education (covering topics like teamwork, safety, positive touch, and understanding public vs. private) and living in the wider world (which includes IT skills, careers, community safety, and cooking).

For pupils with special needs, we ensure these topics are tailored to their individual learning needs. For instance, we may use visual aids, social stories, or sensory activities to help reinforce understanding of self-care and hygiene. Additionally, we provide structured guidance and support for concepts like teamwork and safety, often using role-playing or small group activities. For life skills, we might introduce hands-on practice like adaptive cooking techniques or technology-assisted career exploration, helping students build confidence and independence. Fox Wood School has individual policies for PSHE, Citizenship and Relationships Education, Relationships and Sex Education and Health Education.

RSHE GUIDANCE and LEGISLATION

- The RSHE elements in the National Curriculum science programmes of study across all key stages are mandatory for all pupils of primary and secondary age. At Primary age, this includes teaching about the main external parts of the body, changes in the human body as it grows from birth to old age, including puberty. At Secondary age, this includes, learning about reproduction in humans, the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, HIV and AIDS. **There continues to be NO right to withdraw from any part of the National Curriculum.**
- All schools must have an up-to-date policy that describes the content and organisation of RSHE provided outside the National Curriculum science programmes of study. It is the school governors' responsibility to ensure that the policy is developed and made available to parents for inspection.

CURRICULUM AND PLANNING:

At the whole school level, learning is divided into content appropriate for each Key Stage as per the statutory government guidance for RSHE. This allows us to ensure that the content delivered to our pupils is appropriate for their age. We then use the EQUALS scheme of work for RSHE (Semi-formal/Formal learners) to ensure that the content is also appropriate for pupils' developmental stage, so that the learning is pitched at the correct level to ensure that they can understand what is being taught. Topics are carefully mapped within the long-term plans for each class, to ensure that they are revisited over time and previous knowledge is consolidated and built upon. For pupils working at the pre-formal or ASD complex curriculum RSHE is taught from the PSHE Association framework.

The scheme is broken down into six sections: Knowing My Body; Knowing Me; Private and Public; Touching and Allowing Others to Touch Me; Forming Relationships; Sexual Intimacy with Another Person. Sub-topics within each section are then divided up to meet the age-related needs of pupils, ensuring that they receive a tailored education at the correct stages of their lives and development.

SPECIAL SCHOOLS AND RSHE

Special and mainstream schools have a duty to ensure that pupils with special educational needs are receiving RSHE. The RSHE Guidelines states RSHE should help all pupils understand their physical and emotional development and enable them to make positive decisions about their lives. The Special Educational Needs Code of Practice (DfE 2001) describes the governing body's responsibilities to 'ensure necessary provision is made for pupils who have special educational needs.' Children and young people with special needs are particularly vulnerable to abuse and RSHE can help them to protect themselves now, as well as prepare them for adult life.

Any pupil with specific issues arising within the area of SRE will be addressed in consultation with the parents/carers and only within contexts where pupil, parent/carers and staff feel confident and comfortable.

DEFINITIONS

Relationships Education (Primary)

According to GOV.UK (2025), Relationships Education for primary schools teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults in an age-appropriate way. It aims to equip children with knowledge about kindness, respect, boundaries, privacy, and how to recognise and report abuse, including online, to ensure they can build and sustain healthy relationships and keep themselves and others safe.

RSHE (Secondary)

'A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline' (21st Century Guidance 2014).

Physical Health and Wellbeing

'Give information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others when they arise and seek support as early as possible' *taken from DfE Draft Guidance 2018*

SEXUAL ABUSE REVIEW (Ofsted June 2021)

At Fox Wood School, we actively plan to address the need for supporting pupils in sexual abuse, in an appropriate and meaningful way for our pupils. We work on the premise that sexual harassment, sexual violence and online sexual abuse is happening. This is covered within Fox Wood's scheme of work. 'Stay Safe' is a programme of study written to ensure pupils can safeguard themselves and others. The programme is six weeks long and will cover topics such as computer and internet safety, age ratings on computer games/ films, how it feels to hear arguing, looking after our mental health and our feelings, self-confidence, self-awareness, saying no, my body – my rules, secrets, inappropriate touching, communicating and where to get help, sexual harassment, sexual violence and online sexual abuse. Keeping Safe will be re-visited annually during Spring 1 and throughout the year as appropriate.

This programme will protect our pupils from an increasingly worrying world and society, and equipping them – wherever possible – to protect themselves too. Staff training has been identified as a priority for this current year and this will be disseminated across school.

PROVISION FOR FOUNDATION STAGE PUPILS

Pupils will be taught to achieve the Early Learning Goals for personal, social and emotional development that include self-confidence and self-awareness, managing feelings and behaviour and making relationships. These will be taught as part of cross curriculum topics and themes and during structured practical learning.

DELIVERY

The Relationships, Sex and Health Education programme is delivered through PSHE (and science) lessons throughout the Key Stages. The Delivery of RSHE is the responsibility of class teachers and will be taught as part of the PSHE curriculum in discrete lessons.

RESOURCES

The RSHE lead will purchase suitable resources to enhance the delivery of the subject. These will reflect differences in culture, religion, gender and ability in our community, as well as supporting the scheme of work. Resources are in the resource cupboards (for specific topics) and in the resource cupboard in the primary department.

Teachers are encouraged to draw upon the PSHE Association model lesson plans and resources.

MANAGING TRICKY QUESTIONS

Teachers and other adults may be asked questions pertaining to sex or sexuality which go beyond what is set out in the guidance. School based staff should answer these questions truthfully, drawing on resources as needed. Staff should be mindful of the pupil's developmental age when answering. If staff are unsure how best to answer, they should tell the pupil that they need to find out more information and seek advice from the co-ordinator (Amy Holman). Questions from pupils should always be answered.

LGBTQ+

Teaching of LGBTQ+ will be sensitive, age appropriate and delivered as an integral part of the curriculum.

CROSS CURRICULAR LINKS

At our school, Relationships and Sex Education (RSHE) is a fundamental part of our holistic curriculum, tailored to meet the diverse and individual needs of all our pupils through a personalised and inclusive approach. Our pupils thrive with clear, structured learning delivered at a pace and level that supports their personal development. RSHE is woven throughout everyday school life and supported by key initiatives such as Kindness Champions, who promote empathy, respect, and positive peer relationships, and Shine Time, which recognises personal achievements and supports emotional wellbeing. Special events like Disability Awareness Days help to build understanding, celebrate individuality, and promote pride in difference.

RSHE skills are developed throughout the school day—through personalised IEP work, group sessions, lunchtimes, playtimes, and individual support. These opportunities, along with our differentiated teaching strategies, ensure pupils acquire the knowledge, skills, and values needed to lead safe, healthy, and how to have healthy, positive friendships/relationships. RSHE is also taught within Personal Development lessons at Fox Wood School, and it underpins other subjects taught within the curriculum, e.g. human reproduction in science, sharing and friendships in RE and humanities when exploring “the world I live in”.

DIFFERENTIATION

PSHE including RSHE is taught using methods and resources that meet the individual needs of all our pupils in a relevant and balanced manner.

IEPs are written by class teachers for every pupil on a termly basis and include one target area for Social, Emotional and Mental Health.

EQUAL OPPORTUNITIES

RSHE will be delivered to all pupils unless they are formally withdrawn by parents/carers. Teaching will reflect methods and resources embracing differences in culture, religion, gender and ability, sensitively and positively.

MONITORING AND EVALUATION

See Planning, Assessment, Recording and Reporting Policy.

PSHE assessment information is recorded half termly using B Squared.

Moderation of samples of RSHE work is carried out at moderation meetings during the academic year.

HEALTH AND SAFETY

At Fox Wood School, we have a duty to ensure that pupils are properly included in Relationship Education, RSHE and Health Education. Relationship Education, RSHE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents and carers of children with special needs may find it difficult to accept their child's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. All pupils will need help to develop skills to reduce the risk of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

CHILD PROTECTION/SAFEGUARDING

If a member of the school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they will use the standard child protection procedures. All staff are made aware of these procedures by Lianne Buchanan (DSL).

HOME / SCHOOL LIASON

Copies of the RSHE policy are available for parents and will be sent home on request when feedback /comments will be invited. A copy of this policy is available on the school website. Class teachers will inform parents/carers of the topic in PSHE each half term.

RIGHT TO WITHDRAW

Parents/Carers have the right to withdraw their children from Sex and Relationships Education up to 3 terms before the child turns 16. However, pupils cannot be withdrawn from those elements which are within the science National Curriculum programmes of study. If a parent wishes to withdraw a child, they are asked to discuss issues with a member of the Senior Leadership Team, and to be clear about the activities pupils will do if withdrawn. If pupils who are withdrawn from Sex and Relationships Education lessons subsequently ask questions relating to RSHE on other occasions within the school curriculum, staff will answer these questions honestly and sensitively.

WELL-BEING

Staff will ensure that student wellbeing is addressed formally throughout the curriculum. There are curriculum themes at each key stage with a wellbeing focus. Staff use the SEMH panel to refer pupils who need additional input with their Social Emotional and Mental Health with the panel identify strategies, interventions and support – such as art therapy, pony therapy, music therapy and play therapy.

CLASS	AUTUMN	SPRING	SUMMER
Fox Cubs EYFS	Early Years Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is a core component of PSHE	Early Years Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is a core component of PSHE	Early Years Foundation Stage (EYFS), Personal, Social and Emotional Development (PSED) is a core component of PSHE
Orange KS1	RHSE: Knowing my Body: Body parts. Gender Life Skills: dressing and undressing PSHE: Managing Feelings- PSHE Association British values- Democracy and the rule of law- Remembrance Day, harvest, Christmas	RHSE: Knowing Me- likes and dislikes Life Skills: Cooking, kitchen safety, oven safety PSHE: The world I live in- PSHE association British values- Mutual respect- Easter, Chinese new year	RHSE: Private and Public: Where on my body is private Life Skills: Looking after self PSHE: Self Care, Support and safety- PSHE association British values- Individual liberty- Aiming high
Yellow KS1	PSHE – Changing & Growing CG4 – Different types of relationships RSE – Knowing my body Body parts Gender	PSHE – Changing & Growing CG1 – Baby to adult RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Self Awareness SA2 – Kind and unkind behaviours RSE – Private & Public Where on my body is private Private and public places
Red KS1	PSHE – Self Awareness SA1 – Things we are good at RSE – Knowing my body Body parts Gender	PSHE – Self-care, support & safety SSS1 – Taking care of ourselves RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Managing Feelings MF1 - Identifying & expressing feelings RSE – Private & Public Where on my body is private Private and public places
Blue KS1	PSHE – Managing Feelings MF1 - Identifying & expressing feelings RSE – Knowing my body Body parts Gender	PSHE – Changing & Growing CG1 – Baby to adult The world I live in TWIL1 Respecting differences between people RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Healthy Lifestyle HL2 – Taking care of physical health RSE – Private & Public Where on my body is private Private and public places
Pink KS2	PSHE – Self Awareness SA3 – Playing & working together RSE – Knowing my body Baby to adult Hygiene Changes at puberty	PSHE – Managing Feelings MF1 - Identifying & expressing feelings RSE – Knowing me Trust Different types of relationships Keeping safe online	PSHE – The world I live in WIL4 – Taking care of the environment RSE – Private & Public Where on my body is private Private and public places
Green KS2	PSHE – The world I live in TWIL1 Respecting differences between people RSE – Private & Public Where on my body is private Private and public places	PSHE – Healthy Lifestyle HL – Keeping well RSE – Knowing my body Body parts Gender Baby to adult	PSHE – Self Awareness SA5 – Getting on with others RSE – Knowing me What I can do and what I find hard Trust Different types of relationships Keeping safe online
Indigo KS2	PSHE – Self-care, support & safety SSS2 – Keeping safe RSE – Knowing me Likes and dislikes Families Keepings safe online	PSHE – Healthy Lifestyle HL1 – Healthy eating RSE – Private & Public Where on my body is private Private and public places	PSHE – Self-care, support & safety SSS3 – Trust RSE – Knowing my body Body parts Gender
Purple KS2	PSHE – The world I live in TWIL5 – Belonging to a community RSE – Knowing me Different types of relationships Developing self-esteem Keeping safe online	PSHE – Self-care, support & safety SSS4 Keeping safe online RSE – Private & Public Where on my body is private Private and public places	PSHE – Changing & Growing CG2 – Changes at puberty RSE – Knowing my body Baby to adult Hygiene Changes at puberty
Brown KS2	PSHE – Changing & Growing CG4 – Different types of relationships RSE –	PSHE – Changing & Growing CG3 – Dealing with touch RSE –	PSHE – Healthy Lifestyle HL2 – Taking care of physical health RSE –
White KS2 Pre-formal	PSHE – Managing Feelings MF1 - Identifying & expressing feelings Self Awareness SA4 – People who are special to us SA5 – Getting on with others RSE –	PSHE – The world I live in TWIL1 – Respecting differences between people TWIL2 – Jobs people do TWIL3 – Rules & Laws Healthy Lifestyles HL1 – Healthy eating RSE –	PSHE – Changing & Growing CG2 – Changes at puberty CG3 – Dealing with touch Self-care, support & safety SSS1 – Taking care of ourselves RSE –
Grey KS3	PSHE – Healthy Lifestyle HL5 – Body image RSE – Knowing me Strong feelings Romantic feelings and sexual attraction	PSHE – The world I live in TWIL5 – Managing finances RSE – Touching & allowing others to touch me Personal space Consent Respectful relationships	PSHE – Self Awareness SA1 Personal strength RSE – Knowing me What I like and what I don't like Who I like and who I don't like What I am able to do and what I find difficult
	PSHE – Self Awareness SA2 – Skills for learning RSE – Knowing me Strong feelings Romantic feelings and sexual attraction	PSHE – Changing & Growing CG3 – Healthy and unhealthy relationships RSE – Touching & allowing others to touch me Personal space Consent Respectful relationships	PSHE – Managing Feelings MF3 – Romantic feelings and sexual attraction RSE – Private & Public Where on my body is private Private and public places Keeping safe online
Silver KS3 Formal	PSHE – The World I Live In TWIL3 – Taking care of the environment RSE – Touching & allowing others to touch me Personal space Consent Respectful relationships	PSHE – Self Awareness SA4 – Managing Pressure RSE – Private & Public Where on my body is private Private and public places Keeping safe online	PSHE – Healthy Lifestyle HL7 – Drugs, alcohol & tobacco RSE – Knowing me Expectations of relationships/abuse Managing pressure
Gold KS4 Formal	PSHE - Self-care, support & safety SSS4 – Keeping safe online RSE – Touching and allowing others to touch me Personal space Consent Respectful relationships	PSHE - Changing & Growing CG2 – Friendship RSE – Private & Public Where on my body is private Private and public places Keeping safe online	PSHE - The World I Live In TWIL4 - Preparing for adulthood RSE – Knowing my body Intimate relationships, consent and contraception Body image

FEW KS4 Pre-formal	PSHE – Managing Feelings MF1 – Self-esteem and unkind comments MF2 – Strong feelings Changing & Growing CG1 - Puberty CG2 - Friendship RSE –	PSHE – Self Awareness SA1 - Personal strength SA3 – prejudice and discrimination Healthy Lifestyle HL4 – Healthy eating HL5 – Body image RSE –	PSHE – Self-care, support & safety SSS3 – Accidents and risk SSS7 – Gambling The World I Live TWIL1 – Diversity, rights and responsibilities TWIL3 – Taking care of the environment RSE –
----------------------------------	--	--	---