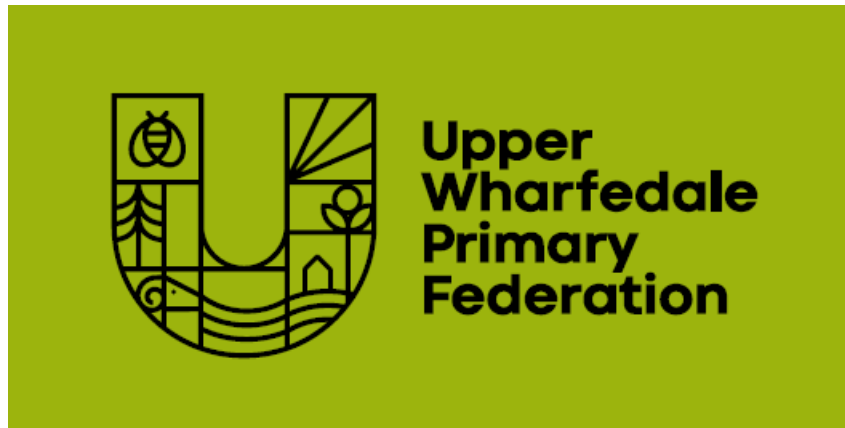




UPPER WHARFEDALE PRIMARY FEDERATION

Be the Light

- Matthew 5:14

Our vision is to help each child **flourish** into a caring, confident and resilient young person who has a **love of learning**. We will do this through our shared Christian **values** of Love, Kindness, Forgiveness, Thankfulness and Trust. We will uphold high aspirations for all our children, through our **innovative** and **inspiring** approach to teaching and learning.

Relationships, Sex and Health Education (RSHE) POLICY

Policy reviewed: September 2026

Next Review: July 2027

Policy reviewed by: Rebecca Paskin

Executive Headteachers: Claire Greenwood and Wendy Thompson

Chair of Governors: Richard Ingram

Legislation (statutory regulations and guidance)

This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education in primary schools.

The government want pupils to be able “to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Definitions

Individual definitions:

Relationships Education

Relationships Education is the teaching of age-appropriate knowledge, skills and values that enable children to develop positive, respectful and healthy relationships. It supports pupils to understand friendships, family relationships, kindness, respect, inclusion, communication, personal boundaries and staying safe, including online. It helps children recognise healthy and unhealthy behaviours, understand consent in an age-appropriate way (e.g., respecting personal space and permission), and know how and where to seek help.

Health Education

Health Education is the teaching of knowledge and skills that support children’s physical, emotional and mental wellbeing. It helps pupils understand how to stay healthy and safe, including learning about healthy lifestyles, nutrition, physical activity, hygiene, sleep, emotional wellbeing, mental health, personal safety, medicines, healthy habits and changes to the body, including puberty. Health Education supports children to make informed choices and develop strategies to manage feelings, risks and everyday challenges.

Sex Education

Sex Education is taught in an age-appropriate and sensitive manner to support children’s understanding of human growth, development and reproduction. In primary school, this may include learning about body changes, puberty and how babies are conceived and born, delivered in a way that is suitable to children’s age and stage of development. Teaching promotes respect, privacy, bodily autonomy and healthy relationships, while ensuring pupils know how to ask questions and seek trusted support.

RSHE: brings these areas together, giving pupils the knowledge, skills and values they need for healthy relationships, physical and mental health, respecting difference, positive identity

and safe, informed decisions. It is delivered in an age-appropriate, inclusive and respectful way.

Consultation with parents

The Federation schools are keen to involve parents in the reviewing of the RSHE policy. We are aware that what we teach in our schools should take into account parent beliefs whilst still ensuring that the curriculum meets the demands and challenges of the modern world and prepares our children to make well informed decisions going forward. Our main aim is always the safeguarding of our children. With this in mind we consulted on this policy with groups of parents in July 2020. In April 2021 all parents had the opportunity to view the policy. In May 2023 and November 2025, we also provided an opportunity to explore this policy and teaching resources through RSHE workshops in each school.

Rationale and Ethos

Our vision is to create a curriculum that encourages children to discover, explore and create. We want to help each child flourish into a caring, confident and resilient young person who has a love of learning. Our curriculum is designed to encourage children to discover, explore and create. Encompassed within our vision, is the need for children to be exposed to a range of topics and experiences that broadens their understanding and equips them with the skills our children need to be confident, resilient, life-long learners who reach their full potential.

At Burnsall, Cracoe and Rylstone, Grassington and Kettlewell Primary Schools we consider that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is linked to core aspects of our curriculum areas including science, Religious Education, spirituality, diversity, outdoor learning and healthy living. Within PSHE and RSHE we aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

All four of our schools believe that RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the wider society. It should prepare pupils for the opportunities, responsibilities and experience of adult life.

The Upper Wharfedale Primary Federation want their Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. Teaching about mental wellbeing is central to this, especially as children's happiness is a priority. We acknowledge that young people are increasingly experiencing challenges. We believe that Relationships Education will give children the knowledge and capability to take care of themselves and receive support if problems arise.

Our schools recognise that for many children the distinction between the online world and real life is less marked than for many adults. They often operate freely in the online world and some spend a substantial amount of time online. As part of our Relationships Education we will take this into account when planning how to support them in distinguishing between

different types of online content and making well-founded decisions. We will educate pupils to see the good in the benefits of the internet and social media, but also to use them discriminately. Keeping safe online will continue to play a major part in our teaching.

We intend that our Relationships Education will be complemented by our Federation vision 'Be The Light' and will also link to our 'Shine' awards system which recognises personal attributes of Love, Forgiveness, Thankfulness, Kindness and Trust. The knowledge and attributes gained will support their own, and others wellbeing and attainment, and help them become successful and happy adults who make a meaningful contribution to society. To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health, relationships and to build their self-efficacy.

This policy will be reviewed on a termly basis initially by the SLT to ensure that the teaching and learning of RSHE is taking place successfully. This will ensure that any changes can be made in an informed manner.

Our curriculum content will also involve making pupils aware of their Human Rights:

Article 16 – You have the right to privacy.

Article 19 – You have the right to be protected from being hurt or mistreated, in body and mind.

Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you to stay well.

Article 28 – You have the right to a good quality education.

Article 29 – Your education should help you use and develop your talents and abilities. It should help you to live peacefully, protect the environment and respect other people.

Article 34 – You have the right to be free from sexual abuse.

Article 36 – You have the right to protection from any kind of exploitation.

The policy is based on DfE guidance from 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education' September 2026.

The policy has also been informed by:

- Sex and Relationship Education Guidance (2026)
- Sex and Relationship Education Guidance (2000)
- Keeping Children Safe NYCC Relationships and Sex Education Guidance for Schools (Sept 2019)
- Equality Act 2010
- Understanding of the Ofsted inspection framework and links to the Relationships Education, RSHE and Health Education.

This policy is linked to:

- Safeguarding / Child protection Policy
- Confidentiality Policy
- Anti- Bullying Policy
- Online Safety Policy
- Inclusion Policy
- Behaviour Policy
- PSHE Policy
- Teaching and Learning Policy
- Assessment Policy
- Science Policy
- RE/Collective worship Policy

Roles and Responsibilities

The RSHE programme will be led and monitored by our PSHE/RSHE lead

It will be taught by all staff across the Federation.

Head Teacher

It is the responsibility of the head teacher to:

- Ensure that parents and staff are informed about the RSHE policy.
- Ensure that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so they can teach effectively and handle any issues sensitively.
- Monitor the policy on a regular basis and report to governors on the effectiveness of the policy.

Parents and Carers

Parents and carers are the prime educators for children on the matters covered in Relationships Education, Sex Educational and Health Education. We believe that school should complement and reinforce the role, building on what pupils learn at home. All four of our schools will work closely with parents when planning and delivering this subject. We will ensure that parents know what will be taught and when and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of the sex education sessions delivered as part of statutory RSHE.

We believe that involving parents in discussions over what will be taught in school will help to address any concerns parents may have in managing conversations with their children on these issues. We feel that this open relationship with parents allows the important opportunity to talk about how this subject contributes to pupil wellbeing and keeping children safe. Parents are invited to schools to view teaching materials.

Right to withdraw from Sex Education

Parents have the right to request that their children be withdrawn from some or all of sex education delivered as part of the statutory RSHE. As part of good practice, the head teacher will discuss the request with parents, and if appropriate, the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This discussion would include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social or emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class.

The head teacher will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than part of the science curriculum, if the parent/carer still insists.

There is no right to withdraw from Relationships Education or Health Education. As a school we will document this process and keep appropriate records.

Puberty is a statutory part of the health education component in our curriculum.

Governors

As well as fulfilling their legal obligations, the governing body will also ensure:

- All pupils make progress in achieving the expected educational outcomes.
- The subject is well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in a way that is accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content, and the right to request that their child is withdrawn.
- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Equality (including SEND)

Relationships Education, RSHE and Health Education must be accessible for all pupils. This is particularly important when teaching pupils with special educational needs and disabilities. We will ensure high quality teaching that is differentiated and personalised and that will be our starting point to ensure accessibility.

Under the provisions of the Equality Act, we will ensure that all pupils are treated equally regardless of their sex, race, disability, religion belief or gender.

The religious background of pupils will be taken into account when planning and teaching so that topics are handled appropriately.

Children in all four federation schools are made aware of issues such as sexism, misogyny, homophobia and gender stereotypes. We take positive action to build a culture where these

are not tolerated, and any occurrences are identified and tackled. Staff play an important role in modelling positive behaviours.

Use of Resources

We will ensure that we consult with parents, and provide examples of the resources to be used. We believe that this will be reassuring for parents and enable them to continue the conversations started in class at home.

Language and terminology

Children will be introduced, at appropriate stages, to the correct terminology in RSHE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering or from children that have been withdrawn from Sex education lessons, will be discussed with the head teacher, and where appropriate, answered at a later date. Consideration will be given to religious and cultural factors and to parents' wishes.

If such a situation occurs, parents will be informed and consulted.

Confidentiality of children

RSHE will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in the delivery and support of RSHE should be alert to the signs of abuse or neglect or exploitation. The schools have a separate Child protection and safeguarding statement accessible on the website and as hard copies in the school office. Effective RSHE may bring about disclosures of child protection issues and staff are aware of protocol for reporting their concerns.

Aims and Objectives

We will:

- Provide a secure, sensitive and caring framework where learning and discussion can take place.
- Provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary.

- Foster self-worth and awareness, together with a sense of moral responsibility.
- Help pupils to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- Ensure that RSHE is available to all children regardless of gender, ability, cultural or religious background to ensure equal opportunities for all.
- Help children to develop the confidence, self-esteem and self-assurance to value themselves and others.
- Help children to understand and recognise that there is a range of families and relationships that are all equally valuable.
- Teach children to name body parts and describe how their bodies work.
- Teach children to use the internet and social media with care and to be aware of how to keep themselves safe.

Curriculum Design and Intent

Delivery incorporates the statutory requirements for Relationships Education and Health Education, supported by the MyHappyMind programme, which builds preventative habits in resilience, self-esteem, emotional awareness and positive relationships across its five modules.

Delivery is also supported by myHappyMind PSHE, our whole-school programme, which provides complete PSHE coverage including health, wellbeing, relationships, sex education and life skills.

Learning is carefully sequenced to build on prior knowledge, and is delivered through the myHappyMind learning platform, combining interactive lessons with journals and worksheets. Lessons are inclusive and adapted where needed so that all pupils, including those with SEND, can take part fully.

Staff receive regular safeguarding training. Concerns are managed in line with our Safeguarding and Child Protection Policy and reported promptly to the Designated Safeguarding Lead, Miss Jo Oakes (Kettlewell) Mrs May Blair (Burnsall) Mrs Jen Steeples (Grassington) Miss Kate Taylor (Cracoe).

For each year group, objectives from the PSHE Association are mapped to lessons, and teachers use these mapped objectives to inform planning and monitoring of progress, in line with Upper Wharfedale Primary Federation's assessment policy.

Our RSHE curriculum is built around the five modules of the myHappyMind programme:

- Meet Your Brain: how our brains work, and regulation strategies such as Happy Breathing.
- Celebrate: building self-esteem through recognising and celebrating Character Strengths.
- Appreciate: developing an Attitude of Gratitude by thinking about and sharing what we are grateful for.
- Relate: relationship-building skills such as Active Listening.
- Engage: Goal Setting, so children aspire, dream and learn to persevere.

myHappymind PSHE, our whole-school programme, extends this through further strands:

- myHappybody: RSHE, covering physical wellbeing and keeping safe.
- myHappyrelationships: RSHE, covering families and close positive relationships, bullying, and respecting ourselves and others.
- myHappyworld: economic wellbeing and careers education, covering media literacy, economic wellbeing and career education.

British Values are woven through assemblies, classroom activities and interactive sessions:

- Democracy;
- Rule of Law;
- Individual Liberty;
- Mutual Respect, including respecting the protected characteristics of others;
- Tolerance of Different Faiths and Beliefs.

EYFS

In the Upper Wharfedale Primary Federation, children in our EYFS develop skills that form crucial foundation for later teaching of PSHE/RSHE at Key Stage 1 and Key Stage 2.

The educational programme prime focus of Personal, Social and Emotional Development Early Learning Goal (ELG) references:

- Self-Regulation Children at the expected level of development will: - 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.
- Managing Self-Children at the expected level of development will: - 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.
- Building Relationships Children at the expected level of development will: - 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.

These Early Learning Goals underpin the EYFS curriculum in preparation for the National Curriculum requirements.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

In RSHE, through MyHappymind, the children in EYFS will learn about:

MyHappybody

- Manage their own personal hygiene needs.
- Know and talk about the different factors that support their overall health and well-being.

MyHappyrelationships

- Build constructive and respectful relationships
- Continue developing positive attitudes about the differences between people.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenges.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

MyHappyworld

- Name and describe people who are familiar to them.
- See themselves as a valuable individual.

Science Links to Relationships Education, Relationships, Health and Sex Education (RSHE) and Health Education

In Key Stage 1 children learn:

- That animals and humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That animals and humans can reproduce offspring and these grow into adults.
- To recognise the similarities and differences between themselves and others.
- To treat others with sensitivity.

In Key Stage 2 children learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Relationships, Sex and Health Education - Statutory

PSHE is taught in mixed age groups in both KS1 and KS2 in classes. In KS2 classes, the teaching is taught in LKS2 and UKS2. The scheme of work builds on the children's learning each year. The RSHE in EYFS, KS1 and KS2 is taught in single age groups during Federation working in the Summer term. RSHE is taught by federation teachers. MyHappymind teaches

RSHE through three different areas; myHappybody, myHappyrelationships and myHappyworld. The scheme of work covers RSHE in the following areas:

Key Stage 1

MyHappybody

Mental health and wellbeing
Keeping healthy and well
Physical activity and nutrition
Personal safety and first aid
Online life and safety
Drug education
Changing and growing up
Grief
Consent, boundaries and trust
Body names
Transition

MyHappyrelationships

Families
Respecting self and others
Safe relationships
Online life and safety

MyHappyworld

Online life and safety
Economic wellbeing
Careers

Lower Key stage 2 (Year 3 and 4)

Extending the learning in Year 1 and 2. New content will include:

MyHappybody

Mental health and wellbeing
Keeping healthy and well
Physical activity and nutrition
Personal safety and first aid
Changing and growing up
Grief

Families
Periods

MyHappyrelationships

Friendships
Respecting self and others
Families
Safe relationships
Consent, boundaries and trust

MyHappyworld

Respecting self and others

Online life and safety - safe and respectful behaviour online
Economic wellbeing
Careers education: aspirations, learning and work

Upper Key stage 2 (Year 5 and 6)

Extending the learning in Year 3 and 4. New content will include:

MyHappybody

Keeping healthy and well
Physical activity and nutrition
Drug Education
Personal safety and first aid
Grief
The Big Change – Changing and Growing Up
Transition
How Life Begins (opt out lesson)
Caring for Babies and Making Choices (opt out lesson)

MyHappyrelationships

Friendships
Online life and safety - safe and respectful behaviour online
Respecting self and others
Families
Safe relationships: consent, boundaries and trust
All Kinds of Love
Understanding FGM

MyHappyworld

Economic wellbeing
Careers education: aspirations, learning and work
Respecting self and others
Personal safety and first aid
Online life and safety - safe and respectful behaviour online

Pupils at Upper Wharfedale Primary Federation learn to respect the protected characteristics set out in the Equality Act 2010, taught in an age-appropriate way through the themes of family, friendship, kindness and respect for difference. Families of many forms, including single-parent families, blended families, foster and adoptive families and families with same-sex parents, are represented respectfully.

Sensitive topics are taught within a planned, age-appropriate curriculum: personal boundaries, unsafe touch, consent, online safety and harmful behaviours.

External Agencies

The Federation schools may supplement their teaching of RSHE using external agencies (Crucial crew, NSPCC etc). Agencies will only be used if appropriate to the RSHE curriculum and will need to have the relevant checks and qualifications for working within schools.

