Rooted in Faith; Enriching Young Minds

Relationships, Sex & Health Education Policy
(Incorporating Personal Social, Health & Citizenship Education)

Our Intent Statement

Our RSHE/ PSHCE Curriculum

At Great Finborough Primary School, we aim for our RSHE/ PSHCE curriculum to help our children to keep safe, physically and mentally healthy, and to prepare them for the challenges, opportunities, and responsibilities of life and work, while removing barriers to learning to help them achieve their full academic potential.

Our curriculum is designed to provide a structured, age-appropriate progression (built as a spiral curriculum) that addresses three foundational themes:

Health and Wellbeing

Equipping children with the knowledge and habits for physical health (nutrition, sleep, hygiene, exercise), first aid/life-saving skills, mental health awareness, and personal safety (including online safety and managing risk).

Relationships

Fostering the building blocks of safe, caring, and respectful relationships—covering family life, positive friendships, recognizing bullying, understanding boundaries, consent, and respecting differences.

Living in the Wider World

Introducing early economic and financial wellbeing, an understanding of community responsibilities, basic careers and enterprise awareness, and digital/media literacy.

In addition, we aim to prepare our children to foster global citizenship, environmental awareness, and an understanding of human rights and diversity. We aim to help our children to understand, appreciate, and positively contribute to the diverse society of the United Kingdom

Our Wider Personal Development & Wellbeing Programme

We strongly feel, to truly provide our children with the knowledge, skills and attributes to be successful and healthy in life, that RSHE and PSHCE cannot be taught in the classroom alone

To further enhance our RSE/PSHCE curriculum we aim to offer a wide range of opportunities as a Church school, educational visits, extra-curricular after-school clubs, sporting opportunities, residential experiences, international visitor experiences and performance and public speaking opportunities.

Our Implementation Statement

Our RSHE/ PSHCE Curriculum

Where does our RSHE/ PSHCE Curriculum come from and why?

Great Finborough Primary School's RSHE curriculum meets the revised statutory guidance from the Department for Education (DfE), issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996, came into effect on 1 September 2026.

Our curriculum follows the PSHE Associations model curriculum which we have adjusted to reflect the needs of the children at our school. The PSHE Association is widely considered the gold-standard framework and national body for Personal, Social, Health and Economic (PSHE) education in England.

The PSHE Association's curriculum has over 500 quality-assured lesson plans which are explicitly built to help schools comply with statutory Relationships, Sex and Health Education (RSHE) guidelines (including mandatory Primary Relationships).

The association provides a fully sequenced programme of study across key stages covering three core themes:

- Health and Wellbeing (including mental health, physical health, and drug/alcohol education)
- Relationships (including consent, online safety, and bullying)
- Living in the Wider World (including economic wellbeing, financial literacy, and careers)

As a registered charity, it is backed by subject specialists, endorsed and utilized by the Department for Education (DfE) for advisory guidance, and trusted by major teaching unions like the NAHT. The PSHE Association provides comprehensive professional development for staff ensuring staff are knowledgeable and confident to deliver the subject.

In addition, we also use additional planning to support the PSHCE aspect of the curriculum through two units called 'One World' and 'Diverse Britain'.

Our curriculum is enhanced by our established Wider Development and Personal Wellbeing Programme.

How is the curriculum structured?

The PSHE Association's curriculum is structured around a spiral curriculum approach that spans across primary, secondary, and post-16/KS5 education. It integrates statutory government requirements (such as Relationships, Sex and Health Education [RSHE]) with non-statutory subject areas like Economic Wellbeing and Careers Education.

Core Structure and Three Core Themes

The curriculum is organised into three core thematic strands that build upon each other year-on-year:

- Health and Wellbeing: Covers mental health and emotional wellbeing, physical health, healthy eating, drugs, alcohol and tobacco, basic first aid, and the changing adolescent body/puberty.

- Relationships: Covers families, respectful relationships (including friendships), online and media safety, intimate relationships, consent, and boundaries.

- Living in the Wider World: Focuses on economic wellbeing, careers education, financial capability, enterprise, and citizenship/SMSC (Spiritual, Moral, Social and Cultural) development.

How are the lessons delivered?

Establish Ground Rules / Safe Space: Begin every session by revisiting or co-creating clear classroom boundaries

Clear Learning Intentions: Share what pupils are expected to know or understand by the end of the lesson, framed age-appropriately around feelings, bodies, respect, or friendships.

Warm-Up / Reconnect: Start with a gentle recap of previous learning or a low-stress prompt to check baseline understanding and help children settle into the topic.

Input / Core Content Delivery: Introduce the main concept using inclusive, concrete methods—such as storybooks, roleplay, scenario cards, or diagrams—tailored to the year group

Guided Activity / Scenario Exploration: Give pupils safe, fictional scenarios to discuss in pairs or small groups (rather than asking them to share personal life stories) to practice problem-solving, empathy, or boundary-setting.

Anonymous Question Box: Provide a way for children to submit anonymous written questions. This relieves pressure and allows teachers to address misconceptions or sensitive queries safely, either immediately or in a follow-up session.

Signposting & Trusted Adults: Conclude by explicitly reminding children who their trusted adults are—both in school and at home—and how to ask for help if anything worries them

Reflective Plenary: Check understanding with a quick wrap-up activity (such as a "three things I learned" or returning to the learning objective) and remind students about confidential support channels if they require them.

Our Wider Personal Development & Wellbeing Programme

We offer an extensive Wider Personal Development & Wellbeing Programme to compliment our classroom based lessons and to develop positive life habits.

Educational Visits

We believe that educational visits are vital for holistic development, bridging the gap between abstract classroom theory and real-world application.

We provide educational visits that provide real-life contexts, curiosity and engagement and to provide opportunities that meet the needs of a wide range of learners.

Our educational visits enable our children to build confidence and independence, build relationships between peers and between children and staff and broaden children's world views and foster greater social understanding.

All educational visits are offered on a voluntary contribution basis and are offered to our Pupil Premium (Targeted) children free of charge.

Extra-Curricular Clubs

We believe after-school clubs are important because they support children's personal growth, provide safe social spaces, enhance academic confidence, and offer reliable childcare for working families. We provide a wide range of extra-curricular clubs each half-term.

Our extra-curricular clubs develop social skills, confidence and self-esteem, academic reinforcement, opportunities for health and wellbeing.

All extra-curricular clubs are offered to Pupil Premium (Targeted) children free of charge as we believe structured clubs help level the playing field by giving disadvantaged children access to enrichment they might otherwise miss.

Our extra-curricular clubs provide reliable and safe childcare.

School Sport Tournaments

We offer our children to participate in a wide range of school sport tournaments provided by the Gipping Valley & Thurston School Sport Partnership.

Involvement in these sport tournaments to encourage active lifestyles and the development of good habits. These opportunities provide social and emotional development through the development of teamwork and communication, building resilience and boosting confidence. These opportunities help with the children's mental health and social connection. The Gipping Valley & Thurston School Sport Partnership provide a programme of opportunities accessible to all.

The participation in school sport tournaments develop in our children a range of sporting values and attributes.

All sports tournaments are offered free of charge to all children and free transport is provided to all children to create the sense of going as a team and to ensure that parent/ carers work is not impacted. All children are provided with a team kit to foster the sense of belonging.

School Residential Experiences

We offer a wide range of residential experiences every year in key-stage 2. These experiences take place across Great Britain and build up in distance and length of time away. Many of the residential experiences link closely to PE/Sport (Outdoor Adventurous Activities) but they also provide the children with the opportunity to visit the countries of Great Britain they have studied in Geography at key-stage 1.

Our school residential experiences to develop in our children independence and life skills, confidence and resilience, stronger relationship with peers and teachers and to provide real-world learning opportunities including the confidence to travel and explore.

All residential experiences are offered to Pupil Premium (Targeted) children free of charge as we believe structured clubs help level the playing field by giving disadvantaged children access to enrichment they might otherwise miss.

International Visitors

Working in partnership with a local language school, we welcome groups of children from across the world to our school each year.

We offer these experiences to develop cultural appreciation, language and communications skills, broaden horizons and aspirations, develop our children as global citizens and enable our children to grow in confidence.

Life in a Church School

As a Church of England school, we provide a daily collective worship that is inclusive, invitational and inspiring. In addition, we work closely with our local Church and community.

Our collective worship develops our children's spiritual and moral development, create a feeling of community and belonging and a shared ethos matched to shared values compatible with children of all faiths and of none. It will provide an opportunity for stillness and reflection, celebration and recognition. It provides the opportunity for us to be together as a school community and to sing together.

Our Collective Worship follows the Christian calendar and creates a connection with the local community. It celebrates and reflects key national events such as Remembrance/ Armistice Day.

School Productions, Other Performances & Public Speaking

Throughout the year, we offer our children the opportunity to perform to a wide range of audiences. This may be through the annual school production, the traditional nativity service, speaking in church, performing as the choir or visiting and singing to the residents of the local care home.

These build in our children confidence and self-esteem, communication and oracy skills, teamwork and collaboration, provide opportunities for creativity and emotional expression, opportunities for cross curricular learning and to bring the whole school community together to build a sense of community.

Our Impact Statement

Our RSHE/ PSHCE Curriculum

By the time our children leave Great Finborough Primary School, the children will:

Health & Wellbeing:

The children will be equipped to take individual responsibility for their physical and mental health.

- **Mental and emotional regulation:** the children will recognise, manage, and express their emotions, build resilience, and cope with anxiety, loss, or change.
- **Physical health and hygiene:** the children will understand the benefits of an active lifestyle, balanced nutrition, personal hygiene, and have a good grasp of basic first aid.

- **Risk assessment and personal safety:** the children will have developed the skills to identify, assess, and minimise everyday risks offline and online, including the dangers of drugs, alcohol, vaping and tobacco.
- **Puberty and body awareness:** the children will have an age-appropriate understanding of how their bodies and emotions change as they grow.

Relationships:

The children will be equipped to form safe, respectful, and fulfilling connections with others.

- **Healthy friendships and families:** the children will have the characteristics of caring, supportive relationships and respect diverse family structures.
- **Boundaries and consent:** the children will understand personal boundaries, privacy, and the concept of consent in both offline and online interactions.
- **Conflict resolution and anti-bullying:** the children will have developed communication skills to manage peer pressure, resolve disagreements peacefully, and challenge bullying or discrimination.

Living in the Wider World:

The children will participate actively and responsibly in society and the workplace.

- **Economic wellbeing and financial literacy:** the children will know how to manage money, save, budget, and recognise external spending pressures like targeted advertising or gambling.
- **Careers and enterprise:** the children will have explored their strengths, raised their aspirations, and developed the personal and social skills needed to succeed in their next stage of learning and future employment.
- **Digital and media literacy:** the children will have learned to evaluate online content critically, spot misinformation, and protect their digital footprint.
- **Rights, responsibilities, and diversity:** the children will appreciate what it means to live in a diverse society, respecting equality and shared community values.

Our Wider Personal Development & Wellbeing Programme

Educational Visits

Through our educational visits programme our children will have built confidence and independence, built relationships between peers and between the children and our staff and have a broader understanding of world views and fostered greater social understanding.

Extra-Curricular Clubs

Through our extra-curricular clubs provision the children will have developed their social skills, confidence and self-esteem, reinforcement of academic knowledge and skills and had opportunities to develop their health, wellbeing and lifelong good habits.

School Sport Tournaments

Through participation in sports tournaments our children will have developed active lifestyles and the development of good habits. These opportunities will have provided social and emotional development through the development of teamwork and communication, building resilience and boosting confidence. These opportunities will have helped with the children's mental health and social connection.

The participation in school sport tournaments will have developed in our children a range of sporting values and attributes promoted and fostered through the School Games.

School Residential Experiences

Participation in our residential experiences will have developed in our children independence and life skills, confidence and resilience, stronger relationship with peers and teachers and have provided real-world learning opportunities including the confidence to travel and explore. m

International Visitors

Through meeting, playing and working alongside our international visitors our children will have developed cultural appreciation, language and communications skills, broadened their horizons and aspirations, developed as global citizens and grown in confidence.

Life in a Church School

Through collective worship, our children will have developed their spiritual and moral understanding, have a feeling of community and belonging and have a shared ethos matched to shared values. The children will have experienced opportunities for stillness and reflection, celebration and recognition. They will have had the opportunity to be together as a school community and to sing together.

The children will have a true understanding of the significance of national events and had the opportunity to be part of those significant events in the British calendar.

School Productions, Other Performances & Public Speaking

Thorough participating in school productions, other performances and opportunities for public speaking, our children will have developed their confidence and self-esteem, communication and oracy skills, teamwork and collaboration, and been provided with the opportunities for creativity and emotional expression, opportunities for cross curricular learning and had the experience of being part of a whole school community project.

Ultimately, we want our children to have the 'life skills' they need to thrive and flourish as individuals, be a power of positivity for the communities they belong to and to have lifelong positive memories of their childhood and time at Great Finborough Church Primary School.