GOLDSTONE FEDERATION

Hinstock Primary School

Relationships Education and Relationships and Sex Education (RSE) Policy

September 2026

Policy information

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Approved by: Rachael Williams

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Intent

At Hinstock Primary School, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.

The PHSE curriculum at Hinstock Primary School enables our children to become healthy, independent and responsible members of society. It gives our children the knowledge, understanding and emotions to enable them to play an active role in everyday life. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

We promote respect and tolerance for those around us. We aim to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Relationships Education is an integral part of our curriculum and is taught in an age-appropriate, inclusive and sensitive way. It supports our school ethos of providing a hapy , safe and respectful environment in which every child is valued.

This policy has been written with reference to the Department for Education's statutoy guidance on Relationships Education, Relationships and Sex Education and Health Education, effective from September 2026.

Aims and objectives

Through our PSHE and Relationships Education curriculum, we aim to:

- Promote positive self-esteem, confidence and self-awareness.
- Help children recognise, understand and communicate their feelings and emotions.
- Develop children's ability to form and maintain healthy, respectful relationships.
- Teach children the importance of kindness, friendship, cooperation and respect.
- Help children understand personal space, privacy, personal boundaries and age-appropriate consent.
- Support children to recognise when something feels uncomfortable, unsafe or inap propriate and to seek help.
- Develop children's decision-making, communication and problem-solving skills.
- Help children understand similarities and differences between people and families .
- Challenge stereotypes, prejudice, discrimination and bullying.
- Teach children how to keep themselves safe, including when interacting with othe rs online.
- Prepare children for appropriate physical and emotional changes as they grow.
- Ensure children know which trusted adults and services they can approach for hel p and support.

Our curriculum is inclusive and accessible to all pupils, including those with special educa tional needs and disabilities (SEND), and is adapted to reflect children's ages, stages of development and individual needs.

The role of 1Decision in teaching PSHE

At Hinstock Primary School, we use the 1Decision programme to support the planning an d delivery of our PSHE curriculum.

1Decision provides a structured programme through which children develop knowledge a nd skills relating to personal development, emotional wellbeing, relationships, safety and making positive choices.

We use the programme to support a planned and progressive approach to PSHE across the school. Lessons provide opportunities for children to explore scenarios, discuss choices, consider consequences and develop strategies for managing different situations .

Through 1Decision and our wider curriculum, children are supported to develop:

- An understanding of themselves, their feelings and their emotions.
- The skills needed to develop positive friendships and respectful relationships.
- An understanding of how their actions affect others.
- The confidence to communicate their needs and express their feelings.
- Strategies for managing disagreements, making decisions and solving problems.
- An understanding of personal boundaries, appropriate behaviour and keeping safe.
- The confidence to identify trusted adults and ask for help when needed.

The 1Decision programme is used alongside other curriculum opportunities, including stories, discussion, assemblies, science, online safety teaching and everyday interactions .

Relationships Education and respectful relationships

Relationships Education is a compulsory part of the primary curriculum. At Hinstock, we believe that children need to understand what positive relationships look and feel like, and how they can contribute to a safe and respectful school community.

Children are taught about:

- Families and the different people who care for them.
- Friendship, kindness, trust, cooperation and respect.
- Recognising and managing feelings within relationships.
- Listening to others and considering different viewpoints.
- Resolving disagreements in appropriate ways.
- Respecting similarities and differences between people.
- Recognising unkind, controlling, bullying or harmful behaviour.
- Understanding that everyone deserves to be treated with dignity and respect.
- Knowing when and how to ask for help if a relationship or situation makes them fe el worried or unsafe.

We recognise that respectful relationships are developed through both planned teaching and the everyday life of the school. Staff model respectful language and behaviour and support children to apply these values in their interactions with peers and adults.

Teaching and learning

The main delivery of PSHE at Hinstock Primary School is through the 1Decision program e, supported by additional teaching and learning opportunities across the curriculum.

Relationships Education is taught through PSHE and reinforced through subjects such a science, computing and PE, as well as assemblies, stories, classroom routines and the wid er school environment.

Teachers plan and deliver learning that is appropriate to pupils' ages, prior knowledge an d developmental needs. Teaching approaches may include:

- Whole-class and small-group discussions.
- Stories, scenarios and role-play.
- Video resources and guided reflection.
- Practical activities and collaborative learning.
- Opportunities to consider choices and consequences.
- Rehearsal of strategies for managing feelings and keeping safe.

Staff use clear, factual and age
appropriate language, including the correct biological terminology where appropriate.

Children are encouraged to ask questions and share ideas, but they are never required t o disclose personal or family experiences. Teachers respond sensitively to questions and follow school procedures when a question requires further consideration or raises a safe guarding concern.

Curriculum progression, including EYFS

Our Relationships Education and PSHE curriculum is planned progressively from Receptio n to Year 6.

In EYFS, learning is particularly focused on personal, social and emotional development. Children learn through play, stories, modelling, adult interactions and everyday experien ces.

Children are supported to:

- Develop a positive sense of themselves.
- Recognise and communicate their feelings.
- Build friendships and learn to play cooperatively.
- Understand kindness, sharing and turn-taking.
- Begin to recognise personal space and simple boundaries.
- Understand the importance of listening to others.
- Identify trusted adults who can help them.
- Develop confidence in expressing their needs and seeking support.

As children move through Key Stage 1 and Key Stage 2, learning builds on these foundati ons. Children explore increasingly complex aspects of relationships, emotional wellbeing, decision-
making, peer influence, online safety, personal boundaries and keeping themselves safe.

Older pupils are prepared for the physical and emotional changes associated with growin g up. Statutory National Curriculum Science content is taught as required.

The detailed content and timing of lessons are set out in the school's curriculum overvie w and 1Decision planning. This is reviewed to ensure appropriate progression and coverag e.

Online safety and keeping safe

We recognise that children's relationships and experiences increasingly extend into the online world. Online safety is therefore an important part of our wider PSHE provision.

Through 1Decision and other curriculum opportunities, children learn about safe and res ponsible behaviour, including:

- Keeping personal information private.
- Communicating respectfully online.
- Recognising when online interactions may be unsafe or inappropriate.
- Understanding that not everyone online is necessarily who they claim to be.
- Knowing what to do if they receive an upsetting message or experience unwanted contact.
- Seeking help from a trusted adult when something online makes them feel worried or uncomfortable.

Learning is appropriate to children's age and stage of development. Online safety is also reinforced through the school's computing curriculum and online safety procedures.

Inclusion and equal opportunities

At Hinstock Primary School, all children are entitled to high-quality PSHE and Relationships Education.

We recognise that pupils have different experiences, backgrounds, abilities and levels of maturity. Teaching is adapted where necessary to ensure that learning is accessible and meaningful for all children, including pupils with SEND.

Adaptations may include visual resources, simplified language, repetition, social stories, structured discussion and additional adult support.

We promote equality of opportunity and challenge stereotypes, discrimination, prejudice and bullying. Children are encouraged to respect differences and understand that families and relationships can take different forms.

Teaching will be sensitive to pupils' circumstances and the religious, cultural and family backgrounds of our school community, while ensuring that statutory curriculum requirements are met.

Safeguarding and child protection

The safety and wellbeing of pupils are central to our approach to PSHE and Relationships Education.

Lessons may sometimes lead children to share information about their experiences or raise concerns about themselves or others. All staff must follow the school's Safeguarding and Child Protection Policy and report concerns promptly to the Designated Safeguarding Lead (DSL) or deputy.

Staff will:

- Listen to children calmly and take their concerns seriously.
- Avoid promising confidentiality.
- Record and report concerns in line with school procedures.
- Follow the school's safeguarding and referral arrangements.
- Ensure that children know how to access support.

Teaching about relationships, boundaries and keeping safe is intended to help children recognise concerns and seek help. It does not replace the school's safeguarding responsibilities.

Assessment, recording and monitoring of progress

Teachers assess pupils' understanding through discussion, contributions to lessons, resp onses to scenarios, practical activities and written work where appropriate.

Assessment is used to identify understanding, address misconceptions and plan future le arning. Teachers consider whether pupils can apply what they have learned to situations relevant to their age and stage of development.

The PSHE Coordinator monitors curriculum coverage, the implementation of 1Decision an d the progression of learning across year groups. Pupil voice, staff feedback and curricul um review may be used to evaluate the effectiveness of provision.

Working in partnership with parents and carers

We recognise the important role parents and carers play in supporting children's unders tanding of relationships, health and personal development.

Hinstock Primary School aims to work in partnership with families and to ensure that pa rents and carers understand what is taught, when it is taught and why it is important.

Parents and carers can access this policy and may request information about the curricul um and the resources used, including relevant 1Decision materials.

The school will consult parents when developing or reviewing the policy, provide opportun ities to raise questions and concerns, and explain the content and purpose of the progra mme.

We aim to ensure that school provision complements the support children receive at hom e while meeting statutory requirements.

Parental right to request withdrawal

Relationships Education and Health Education are statutory subjects. Parents cannot wit hdraw their child from these subjects, or from National Curriculum Science, including th e relevant science content relating to human development and reproduction.

Primary schools are not required to teach sex education beyond the National Curriculum for Science. If Hinstock Primary School provides additional sex education outside the N ational Curriculum for Science, parents have the right to request that their child be wit hdrawn from some or all of that additional sex education.

Any additional sex education must be clearly identified in the curriculum and communica ted to parents. Requests should be made to the Headteacher, who will discuss the reque st with the parent and explain the school's approach in line with the statutory guidance.

The school will make clear which content is compulsory and which, if any, falls within add itional primary sex education.

Monitoring, evaluation and review

The Headteacher and PSHE Coordinator are responsible for monitoring the implementat ion and effectiveness of this policy.

The policy will be reviewed at least annually, or sooner if statutory guidance, curriculum provision or school procedures change.

The review will consider:

- Whether statutory curriculum requirements are met.
- The coverage and progression of learning through 1Decision and other curriculum opportunities.
- Feedback from staff, pupils and parents.
- The accessibility and appropriateness of teaching and resources.
- Any changes required to strengthen provision and safeguarding.