



ORCHARD HOUSE  
SCHOOL

Relationships, Sex and Health  
Education (RSHE)/Personal, Social,  
Health and Citizenship Education  
(PSHCE) Policy

September 2025

# RELATIONSHIPS, SEX, AND HEALTH EDUCATION AND PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION POLICY

## **Aims and Objectives**

Personal, Social, Health and Citizenship Education (PSHCEE) provides pupils with the knowledge and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

### **The aims are to enable children to:**

- Learn about themselves as developing, growing, and changing individuals with their own experiences and ideas.
- Be mature, independent, confident, and responsible members of the school community.
- Understand what makes for good relationships with others, and develop and maintain positive relationships within school and the wider community.
- Understand and manage their emotions responsibly.
- Develop a sense of social justice and moral responsibility, both individually and collectively.
- Know and understand what constitutes a healthy and safe lifestyle.
- Identify issues that may impact their own lives and the lives of others.
- Understand that their choices and behaviour can affect local, national, and global issues.
- Take responsibility for the environment.
- Be positive and active members of a democratic society, understanding their responsibilities and how to manage their finances, health, social relationships, and well-being.
- Understand and help minimise risks posed by adults or young people who use the internet and social media to bully, groom, abuse, or radicalise others, especially children.
- Build resilience to reject harmful influences, including radicalisation, with particular attention to the safe use of personal electronic devices.
- Respect and encourage tolerance of individuals of all ages and abilities, regardless of gender, sexual orientation, race, religion, or belief.

## **Teaching and Learning Style and Classroom Management**

RSHE permeates the entire school ethos and curriculum, and is taught as a discrete subject in Key Stage 1 (KS1) and Key Stage 2 (KS2). Personal, Social and Emotional Development (PSED) is taught discretely in the Foundation Stage.

A range of teaching and learning styles are used, with an emphasis on active learning. Methods include discussions, role-play, circle time, investigations, and problem-solving activities.

Visits and visitors support RSHE delivery, e.g., Form 6 trips to the Houses of Parliament, Lower School visits from local emergency services, and residential trips for Upper School year groups. Assemblies reinforce RSHE themes and launch specific topics such as respect, caring, and sharing. The House system and School Council also contribute. The children also take part in a range of practical activities that promote active citizenship in the school and wider community, such as charity events and the cycling proficiency test.

## **Confidentiality and Safeguarding**

Due to the sensitive nature of some RSHE content, confidentiality is carefully managed. Teachers will establish clear ground rules with pupils to foster a safe learning environment. While respecting pupils' privacy, staff are legally obliged to follow the school's safeguarding policy and child protection procedures if any disclosures or concerns arise. Pupils are made aware that confidentiality cannot be guaranteed where safety is at risk, and they are encouraged to seek support from trusted adults.

## **Staff and Accommodation**

RSHE lessons are usually taught by the form teachers, although PSED may be taught by a support teacher in the Foundation Stage. Lessons are normally taught in the form rooms.

As RSHE embodies the school ethos, all staff are responsible for promoting it, both as educators and role models.

The RSHE Lead oversees curriculum implementation, supports teaching staff, and ensures resources are current and effective. The Designated Safeguarding Lead works closely with the RSHE team to manage any safeguarding concerns arising from lessons. All staff share responsibility for promoting a safe, inclusive, and respectful learning environment in line with the school's safeguarding policies.

## RSHE and Curriculum Planning

In the Foundation Stage, PSHCEE (through PSED) is embedded within topic work and follows the statutory **Early Years Foundation Stage (EYFS) framework**, including the Early Learning Goals (ELGs) in *Self-Regulation*, *Managing Self*, and *Building Relationships*.

At Key Stages 1 and 2, Orchard House School uses the **Jigsaw PSHE programme**, which is fully aligned with the **statutory guidance for Relationships, Sex and Health Education (RSHE)** issued by the Department for Education. RSHE planning follows the **detailed lesson and unit plans provided by Jigsaw**, which include clear learning objectives, differentiated activities, assessment opportunities, and links to both statutory and non-statutory outcomes. The Jigsaw program covers all required areas, including **mental and physical health, relationships, safety, and personal development**.

**Orchard House School promotes British Values**—democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs—while reinforcing its core values of **Excellence, Honesty, and Kindness**.

## Links with other policies

RSHE is integral to our approach to SMSC (Spiritual, Moral, Social and Cultural development). SMSC development happens across the curriculum and encourages pupils to recognise the spiritual dimensions of their learning, take responsibility for their actions, and consider others' needs.

## Time Allocation

RSHE is not confined to a specific timetabled time. At Orchard House School, it is delivered within a whole school approach which includes:

- Discrete curriculum time
- Teaching through and in other subjects/curriculum areas
- Activities and school events
- Pastoral care and guidance

Children in the Foundation Stage have a 30-minute PSED lesson each week, and children in KS1 and KS2 have a 60-minute RSHE lesson each week.

## Resources

Orchard House School uses the **Jigsaw PSHE programme** as the core scheme for delivering RSHE across Key Stages 1 and 2. This comprehensive programme includes age-appropriate lesson materials, visual aids, interactive resources, and assessment tools aligned with statutory RSHE and PSHE guidance.

The **Weekly Picture News** is used to support discussion of current events, with a particular focus on promoting **British Values**.

In the **Foundation Stage**, RSHE is delivered through **PSED** as outlined in the **EYFS statutory framework**, using carefully selected age-appropriate resources to support emotional and social development.

Additional teaching resources include books, posters, games, and classroom displays that reinforce RSHE themes and British Values such as respect, tolerance, democracy, and responsibility.

**ICT tools**, including SmartBoard software and secure research platforms, are used where appropriate to enhance the delivery of RSHE lessons.

## Educational Visits and Visitors

Visits off-site and visiting speakers are integral to RSHE delivery and support topics covered in the curriculum. (See paragraph three of *Teaching and Learning Style*.)

## Cross Curricular Links

RSHE is embedded across the curriculum. For example:

- Health education through Science
- Personal Education and Citizenship through R.E.
- Current affairs in KS2 General Knowledge lessons

## ICT

ICT will be used in RSHE where appropriate, including the use of SmartBoard Software, photographs from websites, for research, etc. It is the responsibility of the RSHE Lead, with assistance from the ICT co-ordinator, to ensure that ICT is used appropriately in this subject

## **Assessment, Record Keeping and Marking**

Teachers assess pupils' work in RSHE through a combination of informal observations and formal assessments tailored to each key stage.

In the Foundation Stage, assessment is based on observations and evidence gathered in children's learning folders, alongside the use of video and photographic records to support progress towards the Early Learning Goals.

In Key Stages 1 and 2, assessment includes reviewing pupils' work – such as posters, pictures, worksheets, and project-based evidence. Photographic and video documentation of events, trips, and productions also supports assessment.

Self-assessment and peer-assessment play a central role across all stages, encouraging reflection and personal goal-setting. Teachers mark work following the school's Marking Policy and provide constructive feedback.

In Upper Key Stage 2, pupils are increasingly encouraged to participate actively in whole-class discussions to demonstrate understanding and reflect on their learning.

## **Equal Opportunities**

The school ensures equality of access and quality of experience for all pupils, regardless of race, gender, disability, age, or class. Equal access to the curriculum for children with special educational needs can be achieved through differentiation:

- By task
- By grouping
- By intervention from either the class teacher or another adult
- A variety of resources

It is expected that appropriate differentiation is planned for more able children through enrichment and extension activities.

## **Health and Safety**

As with other departments and areas of the school, RSHE follows the guidance set out in the whole-school Health and Safety Policy.

## Homework

There is no formal homework set for this subject.

## Links with parents

- One written RSHE report annually in Lower and Upper Schools; two PSED reports are provided in the Foundation Stage.
- RSHE/PSHCEE is also commented on in form teachers' general reports.
- Parents can discuss progress at twice-yearly parent/teacher meetings or at other times by arrangement.
- Parents actively participate in assemblies, charity events, trips, talks, and the Summer Fair.
- The Parents' Association plays a vital role in school life.

## Display

Children's work is displayed in classrooms, around the school, and on notice boards. Virtual displays showcase photos, videos, and information about current events and activities.

## Evaluation and Review

The RSHE subject leader monitors standards and teaching quality, supports colleagues, stays informed about subject developments, and provides strategic leadership and direction.

This RSHE policy is reviewed regularly to ensure it remains up-to-date with statutory requirements, best practices, and the evolving needs of the school community. The next scheduled review date is **September 2026**.