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Windrush Valley School

Policy Documents Annual Review Record

Citation	This document shall be cited as: Relationships and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHEE) Policy (RSE and PSHEE Policy) and links to the following policies: Child Protection and Safeguarding Policy Mental Health Policy Curriculum Policy WINDRUSH360 Policy WAVES360 Programme Behaviour Management Policy Anti-bullying Policy WVS Golden Rules
Person responsible	Headteacher
Comments to	Headteacher
Last reviewed/updated	September 2026
To be reviewed/updated	September 2027
Reason for review/update	Annual Review
Person reviewing/updating	Headteacher
Source/author	Lucy Maudsley
Implementation	Immediate and on-going
Approved By	T Mullins September 2026

1. Introduction

This policy applies to all pupils at Windrush Valley Prep School and Nursery, including children in the EYFS. It has been written with regard to the following current legislation, statutory guidance and supporting departmental advice:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance, revised July 2025 and in force from 1 September 2026
- Statutory Framework for the Early Years Foundation Stage for Group and School-Based Providers, effective 1 September 2026
- Equality Act 2010
- SEND Code of Practice 0 to 25 Years
- Education Independent School Standards Regulations 2014
- Independent School Standards Guidance, April 2026
- Prevent Duty Guidance for England and Wales 2023, updated March 2024
- Behaviour in Schools Advice for Headteachers and School Staff, February 2024
- Mental Health and Behaviour in Schools, November 2018
- Preventing and Tackling Bullying
- Filtering and Monitoring Core Standard
- UKCIS Education for a Connected World
- Development Matters non-statutory curriculum guidance for the EYFS
- Respectful School Communities Self-Review and Signposting Tool
- Equality Act 2010 Advice for Schools and relevant Equality and Human Rights Commission guidance
- National Curriculum in England Science Programmes of Study, used as a curriculum reference

2.Key Personnel

Key Personnel	Role	Contact
Lucy Maudsley	Headteacher Designated Safeguarding Lead /Prevent Lead	headteacher@windrushvalleyschool.co.uk
Nicole Mitchell	Assistant Headteacher Nominated EYFS Safeguarding Lead - DDSL	nicolem@windrushvalleyschool.co.uk
Toby Mullins	Chair of Governors	Available on request

3. The School's Aim, Values and Ethos

Our Aim

We encourage and motivate every child to achieve their full potential by inspiring excellence, building character and being united in purpose.

Our Values

Our core values of effort, kindness and responsibility encourage and support a holistic approach to every child's development. Your child's journey to becoming a confident and valued member of society starts at Windrush Valley Prep School.

Our Ethos

Guided by these aims and values, Windrush Valley Prep School is a community that fosters holistic development and growth, where all members feel safe, happy and respected. Dedicated to the success and wellbeing of every child, we nurture confident, responsible individuals ready to make a positive impact on society.

4. Policy Aims

The aims of RSE and PSHEE at Windrush Valley Prep School are to enable pupils to:

- develop healthy, respectful and positive relationships;
- understand how to stay physically, emotionally and digitally safe;
- recognise and manage emotions effectively;
- develop resilience, confidence and self-esteem;
- appreciate diversity and demonstrate respect for others;
- understand rights, responsibilities and British Values;
- develop financial awareness and economic understanding;
- make informed and responsible decisions;
- prepare for the opportunities, responsibilities and experiences of later life.

The curriculum is delivered through a whole-school approach and is informed by pupil voice, parental engagement and the safeguarding needs of the school community. Teaching is carefully sequenced to ensure pupils develop the knowledge and skills needed to form healthy relationships, manage risks and understand how to seek support before they encounter potential challenges.

5. Organisation and Delivery of RSE and PSHEE

- RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others.
- PSHEE is taught through the themes of Health and Wellbeing, Living in the Wider World and Relationships. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils for the opportunities, responsibilities and experiences of later life. Physical, mental health and emotional wellbeing are embedded within the curriculum, as is social and economic wellbeing and the importance of contribution to society. (The curriculum overview can be found in Appendix 1)
- All PSHEE/RSE discrete lessons will be delivered within a mixed gender class and for 45 minutes every week to support the PSHEE programme and the social, moral, spiritual and cultural development of pupils.
- To ensure progression throughout the school, a spiral curriculum is planned from Years 1-6.
- Specific age-related aspects of the RSE curriculum are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child. We believe in working in partnership with parents and carers and understand the importance of sharing our RSE/PSHEE programme, so they are able to support their child's personal development at home.
- PSHEE is embedded through whole-school themed assemblies covering PSHEE topics and celebration days; pupil voice, student council and positions of responsibility within the school; the school values and reward system WINDRUSH360, the co-curricular programme WAVES360 and the school's Behaviour Management and Anti-bullying Policies.
- Themes are also embedded in other curriculum subjects throughout the school day and year with everyone supporting and encouraging the children they interact with, to use the skills they are developing and to make links to other areas of learning.
- Pupils are encouraged to be increasingly aware of their own and other's responsibilities, safety and wellbeing at an appropriate level, throughout the school both inside and outside the classroom- The Golden Rules (Appendix 2)
- Extra-curricular clubs support the children's personal development e.g. Money Matters club, sports clubs, careers club.
- WAVES360 provides opportunities for wellbeing, adventure, vision, experiences and skills, all relating to their own lives, the school and local community and the wider world.

- Enrichment opportunities include visiting speakers to support personal development e.g. conservation speakers, local charities, parent community mornings (vocations, qualifications and volunteering information).
- Charity fundraising events take place each term to support the children's contribution to, and awareness of, the wider community.
- Values and Society points are rewarded as part of WINDRUSH360, promoting personal and social achievements and development.
- Discrete lessons will be delivered by the class teacher with the only exception of the Year 5 and 6 topics of 'It's my body' and 'Growing up' being taught by the PSHEE/RSE lead.
- The discrete lessons will be delivered using a range of teaching methods and resources, suited to the lesson. These may include: role play, collaborative projects, quizzes or class discussions. All teaching will be delivered to match the needs and range of ability within the class.

Pupils will also:

- Develop an understanding of the Fundamental British Values* (FBV) (Appendix 3) that are necessary if they are to make sense of their experiences, value and respect themselves and others, appreciate differences and feel confident and informed, as a British citizen.
- Develop an understanding and awareness of the Protected Characteristics* (PC) (Appendix 3) learning the importance of diversity and inclusion and that discrimination is illegal. These will be introduced in an age-appropriate manner through the RSE and PSHEE curriculum.
- Develop an understanding of the Prevent Duty, through the embedding of the FBV* (Appendix 3), where online safety lessons are an early, age-appropriate introduction to the importance of staying safe online and therefore reducing the risk of being drawn in to, or supporting extreme ideologies or beliefs. In Year 5, extremist views are explored in relation to the FBV.

*Links to the FBV and PC are noted within the Curriculum Themes in **Appendix 1** and where Online Safety lessons support the Prevent Duty, this is also noted.

6. Relationships Education

Relationships Education supports pupils in developing the knowledge, skills and values needed to build and maintain healthy, respectful and positive relationships throughout their lives. Teaching is age-appropriate and reflects the diversity of modern British society, while promoting kindness, empathy, inclusion and mutual respect.

Through the Relationships Education curriculum, pupils learn about:

• different types of families and the people who care for them
• caring friendships and the characteristics of positive relationships;
• respect, kindness, empathy and consideration for others;
• The characteristics of healthy and respectful relationships, including marriage and partnerships recognised in British law.
• managing conflict, disappointment and friendship difficulties in a constructive way;
• loneliness, inclusion and the importance of belonging;
• recognising and responding to bullying behaviours;
• respecting differences and challenging stereotypes;
• recognising unhealthy relationships and knowing how to seek support;
• online relationships and respectful behaviour in digital environments;
• personal boundaries, privacy and consent in age-appropriate contexts;
• identifying trusted adults and seeking help when needed.

The curriculum enables pupils to develop confidence in forming positive relationships, appreciate diversity within communities and understand the importance of treating themselves and others with dignity, respect and care.

7. Health Education

Health Education supports pupils in developing the knowledge, skills and understanding required to make informed decisions about their physical health, mental wellbeing and personal safety. Teaching is age-appropriate, inclusive and designed to promote lifelong healthy habits and positive wellbeing.

Through the Health Education curriculum, pupils learn about:

• mental health and emotional wellbeing;
• recognising, understanding and managing emotions;
• healthy relationships and the impact of relationships on wellbeing;
• healthy eating, nutrition and hydration;
• physical activity, exercise and fitness;
• sleep, rest and healthy routines;
• personal hygiene, including oral health and dental care;
• health protection and prevention, including vaccinations and immunisation;
• sun safety and skin protection;
• the effects of drugs, alcohol, tobacco and other harmful substances;
• personal safety and risk management;
• basic first aid and emergency response;
• growing, changing and puberty;
• recognising when support is needed and how to access help from trusted adults;
• bereavement, grief and loss in an age-appropriate manner.

The curriculum enables pupils to develop confidence in managing their own wellbeing, recognise factors that contribute to a healthy lifestyle and understand how to seek support when needed.

8. Economic Education and Financial Awareness

Economic Education forms part of the School's wider PSHEE curriculum and prepares pupils to make informed, responsible and ethical decisions about money, resources and their role within society.

Through a progressive programme of learning, pupils develop an understanding of:

- needs and wants
- saving and spending
- budgeting and financial planning
- enterprise and entrepreneurship
- charitable giving and social responsibility
- consumer awareness
- advertising and media influence
- online scams and financial fraud
- economic wellbeing and future aspirations

Economic Education supports pupils in developing confidence, resilience, independence and responsible decision-making in preparation for adult life.

9. Science Curriculum

The National Curriculum Science Programme provides pupils with age-appropriate knowledge of human growth, development and reproduction. Teaching is delivered sensitively and, in a manner, appropriate to pupils' age, understanding and stage of development.

In Key Stage 1, pupils learn to identify, name, draw and label the basic parts of the human body. They learn about the life cycles of animals and understand that animals, including humans, have offspring which grow into adults.

In Key Stage 2, pupils build upon their understanding of life cycles and learn about reproduction in plants and animals. They learn to describe the life processes of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.

As part of safeguarding, body awareness and health education, pupils are taught correct anatomical vocabulary in an age-appropriate manner. The use of accurate terminology supports children's understanding of their bodies, promotes confidence in communicating about health matters and contributes to safeguarding by enabling children to describe concerns clearly should they arise.

Teaching within the Science curriculum forms part of the statutory National Curriculum and parents do not have the right to withdraw their child from this content.

10. Sex Education

In addition to the statutory Relationships Education, Health Education and National Curriculum Science requirements, Windrush Valley Prep School provides age-appropriate Sex Education to support pupils' understanding of human development and reproduction.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE July 2025) states that primary schools may choose to teach Sex Education to meet the needs of their pupils and prepare them for secondary education. At Windrush Valley School, we believe that pupils should have an age-appropriate understanding of human reproduction, conception, foetal development and birth before they leave primary school.

Teaching is delivered sensitively and takes account of pupils' age, physical development, emotional maturity and individual needs. Lessons are designed to provide accurate information, promote respect and support pupils in developing a positive understanding of human relationships and development.

Windrush Valley Prep School's RSE curriculum is predominantly statutory. The only aspect of the programme that may be considered non-statutory Sex Education is the teaching of human conception, foetal development and birth beyond the requirements of the National Curriculum Science Programme.

Parents are informed when Sex Education lessons are planned and curriculum resources are available for review upon request. Parents wishing to request withdrawal from the school's non-statutory Sex Education programme should complete the Withdrawal Request Form contained in Appendix 4. The Headteacher will meet with parents to discuss the request, explain the curriculum content and ensure they understand the purpose and educational benefits of the programme before any decision is made.

Where appropriate and if requested, pupils will be given opportunities to discuss specific learning related to puberty in single sex groups.

Alternative educational provision will be provided during any period of withdrawal.

Withdrawal Rights

Curriculum Area	Year Group	Withdrawal Available

Relationships Education	All	No
Health Education	All	No
National Curriculum Science	All	No
Puberty Education	Years 5–6	No
Human Reproduction (Science)	Years 5–6	No
Conception, Foetal Development and Birth (beyond NC Science)	Years 5–6	Yes, on request

Further information regarding parental requests for withdrawal can be found in Appendix 4.

11. Online Safety and Digital Relationships

Recognising the increasingly digital nature of children's lives, online safety and digital relationships are embedded throughout the RSHE and PSHEE curriculum. Teaching supports pupils in developing the knowledge, skills and understanding required to navigate the online world safely, responsibly and respectfully.

Pupils are taught how to build and maintain positive digital relationships, protect their personal information and make informed decisions when engaging with online content and services. Teaching is age-appropriate and reflects emerging technologies, online behaviours and safeguarding risks.

Through the curriculum, pupils learn about:

- respectful and responsible online behaviour;
- privacy, personal information and digital footprints;
- age restrictions and appropriate use of social media and online platforms;
- online pressure, manipulation and peer influence;
- fake online identities and online grooming risks;
- misinformation, disinformation and critical evaluation of online content;
- image sharing, consent and personal privacy;
- artificial intelligence (AI), AI-generated content and deepfakes;
- online scams, fraudulent requests and financial manipulation;
- advertising, commercial influence and age-inappropriate online content;
- reporting concerns and seeking support from trusted adults.

The curriculum promotes critical thinking, digital resilience and responsible online decision-making, enabling pupils to recognise risks, protect themselves and others, and participate safely and positively in the digital world.

12. Personal Safety and Safeguarding

Windrush Valley Prep School recognises that RSE and PSHEE make a significant contribution to safeguarding, by equipping pupils with the knowledge, skills and confidence needed to recognise risks, establish healthy boundaries and seek support when needed.

Teaching is age-appropriate and designed to help pupils understand their right to feel safe, respected and valued. Through the curriculum, pupils develop the knowledge and understanding necessary to protect themselves and others both in person and online.

Pupils are taught about:

- body ownership, personal privacy and bodily autonomy;
- healthy boundaries and respectful relationships;
- appropriate and inappropriate contact;
- the difference between secrets and surprises;
- recognising unsafe situations and abusive behaviour;

• identifying trusted adults and sources of support;
• how to seek help and continue seeking help until concerns are listened to and acted upon;
• online safety, digital responsibility and safe online interactions;
• recognising grooming, exploitation, coercion and manipulation in an age-appropriate manner;
• understanding the risks associated with harmful behaviours, peer pressure and abuse.

Pupils also develop an age-appropriate understanding of emotional, social, online and economic exploitation and learn how to recognise warning signs, respond appropriately and access support from trusted adults.

The curriculum supports the school's wider safeguarding responsibilities and is delivered in conjunction with the Child Protection and Safeguarding Policy, Online Safety Policy and Behaviour Management Policy.

13. Inclusion, Equality and Diversity

Windrush Valley School is committed to fostering an inclusive environment in which every member of the school community is valued, respected and supported. The RSE and PSHEE curriculum reflects the principles of the Equality Act 2010 and promotes respect, understanding and appreciation of diversity within modern British society.

Teaching is delivered sensitively and, in an age-appropriate manner. The curriculum encourages pupils to recognise and celebrate differences while understanding the importance of equality, inclusion and mutual respect.

Through the curriculum, pupils learn:

• that families, relationships and communities may differ from their own experiences;
• that diversity is a positive and valued aspect of modern Britain;
• that everyone has the right to be treated with dignity, kindness and respect;
• that discrimination, prejudice and bullying are unacceptable;
• that stereotypes can be harmful and should be challenged appropriately;
• that healthy, stable and respectful relationships may take different forms;
• that all people should be treated fairly regardless of their background, beliefs or personal characteristics.

The curriculum does not promote any particular lifestyle, faith, political view or type of relationship. Rather, it provides pupils with factual, balanced and age-appropriate information that enables them to develop informed opinions, demonstrate respect for others and contribute positively to society.

Where appropriate, aspects of learning relating to puberty and growing up may be delivered in single-sex groups to support pupils' confidence, comfort and engagement. The learning objectives and curriculum content remain consistent for all pupils.

The curriculum promotes the school's values of Effort, Kindness and Responsibility and supports pupils in becoming respectful, compassionate and responsible members of society.

14. Special Educational Needs and Disabilities (SEND)

Windrush Valley Prep School is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) can access and benefit from the RSHE and PSHEE curriculum.

Teaching is planned and adapted to meet pupils' individual needs, taking account of their cognitive understanding, communication needs, emotional maturity and stage of development. Lessons may be differentiated and additional support, adapted resources or alternative approaches used where appropriate to enable pupils to access the curriculum successfully.

The school recognises that some pupils with SEND may require additional support to understand concepts relating to relationships, personal safety, online safety, wellbeing and independence. Teaching is therefore carefully tailored to ensure that learning is meaningful, accessible and relevant to each pupil's needs.

Where appropriate, the school works in partnership with parents, carers and external professionals to ensure that provision supports pupils' personal development, wellbeing and preparation for life beyond primary education.

15. Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, Personal, Social, Health and Economic Education (PSHEE) is delivered through daily interactions, planned activities, topic-based learning, stories, play-based experiences and the wider life of the school.

Teaching supports the aims of the Early Years Foundation Stage Framework and contributes particularly to the prime area of Personal, Social and Emotional Development (PSED), while also supporting Communication and Language and Understanding the World.

Through the EYFS curriculum, children are supported to:

- develop positive relationships with adults and peers;
- understand and manage their feelings and behaviour;
- develop confidence, resilience and independence;
- learn how to share, cooperate and take turns;
- recognise and respect similarities and differences between people;
- develop an awareness of personal safety and trusted adults;
- understand the importance of healthy routines, hygiene and self-care;
- begin to understand needs and wants, sharing resources and making responsible choices;
- develop kindness, empathy and respect for others.

Teaching is delivered in an age-appropriate and engaging manner and reflects the school's values of Effort, Kindness and Responsibility. Early learning experiences provide the foundations for later learning within the RSHE and PSHEE curriculum and support children in becoming confident, happy and successful learners.

16. Responding to Questions

Windrush Valley School is committed to creating a safe and supportive learning environment in which pupils feel able to ask questions and discuss sensitive issues appropriately.

Teachers will answer questions honestly, factually and in a manner appropriate to the age and maturity of the pupils. Where appropriate, questions may be addressed individually following a lesson. Staff will use professional judgement to ensure responses are accurate, balanced and suitable for the developmental stage of the child.

Ground rules are established within lessons to ensure discussion takes place respectfully and sensitively. Whilst every effort is made to respond appropriately to questions, it is recognised that discussions may arise outside planned lessons as part of normal school life.

Where a question or discussion raises a safeguarding concern, staff will follow the school's Child Protection and Safeguarding procedures.

17. Safeguarding and Managing Sensitive Issues

Windrush Valley School recognises that effective RSE and PSHEE teaching may lead to pupils raising concerns, asking sensitive questions or making safeguarding disclosures.

Staff are trained to respond appropriately to any concerns relating to safeguarding, including abuse, neglect, child-on-child abuse, harmful sexual behaviour, exploitation, grooming, online harms and radicalisation. Any concerns arising from RSE or PSHEE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Whilst a safe and trusting learning environment is encouraged, staff cannot offer unconditional confidentiality to pupils. Where a concern suggests that a child may be at risk of harm, information will be shared with the Designated Safeguarding Lead (DSL) in line with the school's safeguarding procedures.

Where appropriate, concerns may be discussed with parents or carers unless doing so would place a child at increased risk of harm. Decisions regarding information sharing will always be made in accordance with safeguarding guidance and the best interests of the child.

All staff receive safeguarding and Prevent Duty training and remain alert to indicators of vulnerability, exploitation, radicalisation or abuse. Staff are expected to act promptly on any concern and to maintain a culture of professional curiosity and vigilance.

The school recognises that safeguarding is everyone's responsibility and that RSHE and PSHEE play an important role in helping pupils stay safe, understand healthy relationships and know how to seek support when needed.

18. Working with Parents

Windrush Valley Prep School recognises that parents and carers are the primary educators of their children and values the important role they play in supporting pupils' personal, social, emotional and physical development.

The school is committed to working in partnership with parents and carers to ensure that RSHE and PSHEE education is delivered in a supportive, transparent and age-appropriate manner.

To support this partnership:

- curriculum information is shared with parents and carers;
- curriculum resources are available for review upon request;
- parents are informed in advance when puberty and Sex Education lessons are planned;
- clear procedures are in place for parents wishing to request withdrawal from the non-statutory elements of Sex Education;
- opportunities are provided for parents to discuss the curriculum and raise any questions or concerns.

The school recognises that local, national or international events may occasionally require additional teaching or support. Where this is necessary, learning will be carefully planned and delivered in an age-appropriate manner, taking account of pupils' needs and wellbeing.

Through positive home-school partnerships, the school seeks to support pupils in developing the knowledge, skills and values needed to lead safe, healthy and fulfilling lives.

19. Policy Development and Consultation

This policy has been developed in consultation with staff, governors, pupils and parents and reflects the needs of the school community.

The policy is reviewed annually and updated as necessary in response to changes in statutory guidance, safeguarding requirements, educational best practice and emerging issues affecting children and young people.

Responsibility for monitoring the implementation and effectiveness of this policy rests with the Headteacher and Governing Board. The effectiveness of the RSE and PSHEE curriculum is evaluated through curriculum review, lesson observations, planning scrutiny, pupil voice, staff feedback and parental feedback.

Findings from monitoring and evaluation activities will inform future curriculum development, staff training requirements and policy review to ensure that provision remains effective, relevant and compliant with statutory guidance.

Lucy Maudsley
Headteacher
September 2026

PSHE and RSE Coverage Summary

Appendix 1

(Coverage of PC- Protected Characteristics FBV- Fundamental British values)

Area of learning	Early Years Foundation Stage
Relationships and cooperation	Playing cooperatively; taking turns; showing sensitivity to the needs and feelings of others; forming positive relationships with adults and children.
Feelings and self-regulation	Recognising and naming feelings in themselves and others; using a daily emotions chart; discussing and practising strategies to regulate emotions and manage anger.
Similarity, difference and belonging	Understanding that people enjoy different things; recognising similarities and differences between people, families, communities and traditions; valuing uniqueness, inclusion and friendship.
Responsibility and the natural world	Observing animals and plants; talking about change and why things happen; caring for living things, the environment and shared resources.
Physical health and self-care	Understanding the importance of cleaning teeth, washing hands with soap, keeping active and making choices that support good health.
Stories for personal development	The Smeds and the Smoos; The Little Red Hen; Pumpkin Soup; Where the Wild Things Are; Ravi's Roar; The Colour Monster; and Sully the Seahorse support learning about friendship, tolerance, responsibility, inclusion, choices, emotions and individual strengths.
Economic education	Understanding that money is used to pay for goods and services through role play; recognising coins and ways to pay; beginning to distinguish needs from wants; making simple choices; learning about different jobs.
PC-Age/Disability/Race/Religion or Belief	**FBV-**Democracy/Rule of Law/Individual Liberty/Mutual Respect and Tolerance

Year 1	Year 2	Year 3
Be Yourself Relationships Recognising personal strengths, interests and qualities; understanding that everyone is unique; expressing feelings appropriately; dealing with uncomfortable feelings.	**TEAM** Relationships Working as a team; recognising successful teamwork; listening, sharing ideas and cooperating; understanding that choices affect a group.	**Be Yourself** Relationships / Health and Wellbeing Identity, individuality and self-worth; recognising strengths and areas for development; expressing emotions assertively; responding to pressure to conform.
Safety First Health and Wellbeing Recognising risk and following safety rules; staying safe at home, outdoors and near roads; safe behaviour with unfamiliar adults; age restrictions.	**Think Positive** Health and Wellbeing Naming positive and negative feelings; noticing how thoughts can affect feelings and behaviour; making helpful choices; managing worries and difficult feelings.	**Safety First** Health and Wellbeing Assessing and managing risk in different settings; road, water, fire and home safety; responding to emergencies and basic first aid; resisting pressure.
Diverse Britain Living in the Wider World Belonging to communities; what makes Britain diverse; valuing similarities and differences; respecting people's lives, beliefs and backgrounds.	**Money Matters** Living in the Wider World What money is used for; different ways to pay; needs and wants; choices about saving and spending.	**Diverse Britain** Living in the Wider World British communities and identities; diversity and mutual respect; rules, laws and democracy; rights and responsibilities.
VIPs Relationships Identifying very important people; what makes a positive relationship; kindness, respect and cooperation; recognising helpful and unhelpful behaviour.	**Digital Wellbeing** Relationships / Wellbeing Benefits and risks of the internet; balancing screen time with other activities; keeping personal information private; respectful online communication.	**VIPs** Relationships Features of healthy friendships and family relationships; trust, respect and boundaries; empathy and communication; managing conflict and peer influence.
It's My Body Health and Wellbeing / Relationships Body ownership and consent; trusted adults; everyday choices that keep the body healthy; sleep, exercise, balanced food, hygiene and dental care.	**Growing Up** Wellbeing / Relationships Correct names for main body parts, including external genitalia; private body parts and privacy; consent and safe/unsafe touch; gender stereotypes.	**It's My Body** Health and Wellbeing / Relationships Autonomy, personal boundaries and consent; balanced lifestyles; sleep and exercise; nutrition and hydration.
One World Living in the Wider World Understanding that people share one world; similarities and differences in how people live; needs and responsibilities; caring for the local and global environment.	**Aiming High** Living in the Wider World Identifying strengths and achievements; setting a simple goal; understanding that practice and perseverance help learning; recognising different jobs.	**One World** Living in the Wider World Global citizenship and interconnected communities; fairness and inequality; human needs and rights; environmental responsibility and sustainability.
PC- Age/ Disability Race/Religion or Belief/Sex **FBV-** Democracy/ Individual Liberty/ Mutual Respect and Tolerance	**PC**- Age/Disability/Marriage and Civil Partnership/ Race/Religion or Belief/Sex **FBV**- The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance **Prevent-** Respecting views different to their own	**FBV -** Individual Liberty/ Mutual Respect and Tolerance The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance **Prevent**-Online Safety

RSE: Year 2 Growing Up is taught in Summer 1 and includes age-appropriate Relationships and Health Education content.

(Year 4)	Year 4/5 (2026-27)	Year 6
TEAM Relationships Roles and responsibilities within teams; communicating and listening effectively; respecting different viewpoints; shared decision-making.	**Diverse Britain** Living in the Wider World Identity and diversity in modern Britain; democracy, laws, liberty, mutual respect and tolerance; protected characteristics and discrimination; challenging prejudice.	**TEAM** Relationships Building effective teams through clear roles, communication and leadership; valuing diverse strengths; shared decision-making; negotiation and compromise.
Think Positive Health and Wellbeing Links between thoughts, feelings and behaviour; recognising a range of emotions; reframing unhelpful thoughts; coping strategies and resilience.	**Safety First** Health and Wellbeing Assessing and managing risk in different settings; road, water, fire and home safety; responding to emergencies and basic first aid; resisting pressure.	**Think Positive** Health and Wellbeing Mental health as part of everyday health; emotional vocabulary and self-awareness; links between thoughts, feelings and actions; resilience and coping strategies.
Money Matters Living in the Wider World Earning, spending, saving and budgeting; needs, wants and value for money; payment methods; influences on financial choices, including advertising.	**Be Yourself** Relationships / Wellbeing Personal identity, values and self-esteem; body image and external influences; managing peer pressure; assertive communication and personal boundaries.	**Money Matters** Living in the Wider World Budgeting and financial planning; income, expenditure, saving, borrowing and debt; risks linked to gambling and fraud; advertising and consumer choices.
Digital Wellbeing Relationships / Wellbeing Positive and balanced technology use; online identity, privacy and digital footprint; respectful communication; cyberbullying and reporting.	**VIPs** Relationships Features of healthy friendships and family relationships; trust, respect and boundaries; empathy and communication; managing conflict and peer influence.	**Digital Wellbeing** Relationships / Wellbeing Online relationships, consent and boundaries; privacy, passwords and sharing; digital reputation; harmful content, scams and manipulation.
Growing Up Wellbeing / Relationships It's My Body Wellbeing / Relationships Consent and bodily autonomy; body image, stereotypes and media pressure; informed health choices; exercise, sleep and hygiene.	**Growing Up** Wellbeing / Relationships Physical and emotional changes as people grow; puberty introduced in an age-appropriate way; personal hygiene; body privacy, boundaries and consent.	**Growing Up** Health and Wellbeing / Relationships Puberty and reproductive body changes; menstruation and personal hygiene; emotional changes and body image; consent, privacy and respectful relationships.
Aiming High Living in the Wider World Personal strengths, skills and learning behaviours; aspirations and different careers; breaking goals into achievable steps; overcoming setbacks.	**One World** Living in the Wider World Global citizenship and interconnected communities; fairness and inequality; human needs and rights; environmental responsibility and sustainability.	**Aiming High** Living in the Wider World Strengths, interests, skills and aspirations; ambitious but realistic goal setting; perseverance and learning from failure; workplace skills.
PC- Age/Disability/ Race/Religion or Belief/Sex / Marriage and Civil Partnership/ Pregnancy and Maternity **FBV**- The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance/ Democracy **Prevent**-Online Safety	**PC**- Race/Religion or Belief/ Pregnancy and Maternity/Sex **FBV**- Democracy/ The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance **Prevent-** Extremist views	**PC**- Age/Disability/Marriage and Civil Partnership/Pregnancy and Maternity /Race/ Religion or Belief/Sex **FBV**- The Rule of Law/ Individual Liberty/ Mutual Respect and Tolerance/ Democracy **Prevent**-Online Safety


WINDRUSH360
Golden Rules
• I will respect others' ideas and belongings
• I will act with kindness
• I will be polite
• I will be honest
• I will always try my best- inside and outside the classroom
• I will take responsibility for my actions
• I will wear the correct uniform and have all the items I require
• I will help keep the school a welcoming and safe place to enjoy
WINDRUSH VALLEY SCHOOL
Inspiring Excellence * Building Character * United in Purpose

Fundamental British Values

Through the RSE and PSHEE curriculum, pupils develop an understanding of the Fundamental British Values, which help prepare them for life in modern Britain and support them in becoming respectful, responsible and active citizens.

The Fundamental British Values are:

- **Democracy** – understanding that everyone has a voice and that opinions should be listened to and respected.
- **The Rule of Law** – understanding the importance of rules, laws and responsibilities in creating a safe and fair society.
- **Individual Liberty** – understanding that people have the freedom to make choices and express their views within the law.
- **Mutual Respect and Tolerance** – understanding the importance of treating others with respect and valuing different backgrounds, beliefs and opinions.

Protected Characteristics

The Equality Act 2010 protects individuals from discrimination on the basis of the following protected characteristics:

Age	Disability	Gender Reassignment	Marriage and civil partnership
Race	Religion or Belief	Pregnancy and maternity	Sexual Orientation
Sex			

The curriculum promotes respect, inclusion and equality and helps pupils understand that discrimination, prejudice and bullying are unacceptable.

The Prevent Duty

As part of the school's safeguarding responsibilities, Windrush Valley School is committed to protecting pupils from radicalisation and extremism.

Through the curriculum, pupils are taught to:

• think critically and question information appropriately;
• recognise the importance of respect and tolerance;
• understand the values that underpin modern British society;
• stay safe online and identify potentially harmful influences;
• recognise when something feels wrong and seek support from trusted adults.

Staff receive regular safeguarding and Prevent Duty training and remain vigilant to signs that a pupil may be vulnerable to radicalisation or extremist influences. Any concerns are managed in accordance with the school's Child Protection and Safeguarding Policy and referred to the Designated Safeguarding Lead (DSL) as appropriate.

APPENDIX 4

PARENTAL REQUEST FOR WITHDRAWAL FROM SEX EDUCATION

Windrush Valley School

Relationships and Sex and Education (RSE) and Personal, Social, Health and Economic Education (PSHEE)

Parent/Carer Request for Withdrawal from Sex Education

The Department for Education states that parents do not have the right to withdraw their child from:

- Relationships Education
- Health Education
- The National Curriculum Science content

Parents may request withdrawal only from the non-statutory Sex Education elements delivered by the school.

Before submitting this form, parents are encouraged to discuss any concerns with the Headteacher.

Pupil Details

Name of Child: _____

Class/Form: _____

Parent/Carer Name: _____

Reason for Request

Please outline the reasons for requesting withdrawal from Sex Education:

_____

_____

_____

_____

Parent/Carer Signature

I understand that:

- My child cannot be withdrawn from Relationships Education.
- My child cannot be withdrawn from Health Education.
- My child cannot be withdrawn from National Curriculum Science.
- This request applies only to the non-statutory Sex Education elements of the curriculum.

Signature: _____

Date: _____

School Response

Date request received: _____

Meeting held with parent/carer: Yes / No

Date of meeting: _____

Outcome:

☐ Request approved

☐ Alternative arrangements discussed

☐ Further discussion required

Comments:

_____

_____

Headteacher Signature: _____

Date: _____