



BITTERNE
C of E PRIMARY

Personal Development and Relationships, Sex and Health Education (RSHE) Policy

Headteacher: Mrs. Jen Johnson

Reviewed by	Headteacher	Authorised by	Governing Body
Date	July 2026	Next Review	July 2027
Review Cycle	Annually	Signed by Chair of Governors	Rev Tony Palmer



Together we soar...



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1. Introduction

At Bitterne Church of England Primary School, we believe that education is about enabling every child to flourish academically, spiritually, socially, emotionally and physically. Guided by our Christian vision of **Hope, Courage and Creativity**, we seek to develop confident, compassionate and resilient young people who are equipped to make positive choices, build healthy relationships and contribute to the communities in which they live.

Relationships, Sex and Health Education (RSHE) forms an integral part of our wider Personal Development curriculum. Together, they provide pupils with the knowledge, understanding, skills and values they need to lead healthy, safe and fulfilling lives.

Personal Development extends beyond timetabled lessons. It is woven throughout school life through collective worship, the wider curriculum, behaviour, safeguarding, pastoral support, pupil leadership, enrichment opportunities and the everyday relationships that shape our school community.



We recognise that every child begins from a different starting point. While our expectations remain consistently high for all, we are committed to promoting **equity rather than equality**, ensuring that pupils receive the support, opportunities and experiences they need to flourish, regardless of their background, abilities or circumstances.

This policy explains how Bitterne Church of England Primary School fulfils its statutory responsibilities for Relationships Education, Health Education and the wider Personal Development curriculum. It reflects current statutory guidance, our safeguarding responsibilities and our commitment to providing an ambitious, inclusive curriculum rooted in our Christian vision.

2. Our Christian Vision

"I have come that they may have life, and have it to the full." (John 10:10)

Our Christian vision underpins every aspect of school life. We believe that every person is created in the image of God and is uniquely valued. As a Church of England school, we are committed to creating an inclusive community where every child is welcomed, respected and encouraged to realise their God-given potential.

Our values of Hope, Courage and Creativity shape our curriculum, relationships and decision-making.

Hope

We encourage pupils to believe in themselves, develop resilience and recognise that challenges can be overcome. Through supportive relationships and high expectations, children learn that mistakes are opportunities for growth and that everyone has the capacity to flourish.

Courage

We encourage pupils to make wise choices, demonstrate integrity and stand up for themselves and others. Children learn to challenge bullying and discrimination, seek help when needed and act with honesty, kindness and respect.

Creativity

We encourage curiosity, imagination and problem-solving. Pupils are supported to appreciate different perspectives, celebrate diversity and use their talents to make a positive contribution to school and the wider community.

These values underpin our Personal Development curriculum and prepare pupils to become responsible citizens who value themselves, respect others and contribute positively to society.

3. Policy Purpose and Aims

Purpose

This policy sets out how Bitterne Church of England Primary School delivers an ambitious programme of Personal Development, Relationships and Sex and Health Education (RSHE) that:

- fulfils statutory requirements;



- reflects our Christian vision of Hope, Courage and Creativity;
- supports pupils' personal, social, emotional, spiritual and physical development;
- contributes to safeguarding and pupil wellbeing;
- promotes inclusion, equality and respect;
- prepares pupils for life in modern Britain and the wider world.

The policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Equality Policy, Online Safety Policy, SEND Policy, Attendance Policy and Collective Worship Policy.

Our Aims

Through our Personal Development and RSHE curriculum, we aim for every pupil to:

Flourish as an individual

Children will:

- develop confidence and self-esteem;
- understand that they are valued and unique;
- recognise and celebrate their strengths;
- become increasingly independent and resilient.

Build healthy relationships

Children will:

- develop positive friendships;
- understand healthy family relationships;
- communicate respectfully;
- recognise appropriate boundaries;
- value honesty, kindness, empathy and forgiveness.

Stay healthy and safe

Children will:

- understand how to maintain good physical and mental health;
- develop healthy lifestyle habits;
- recognise risks;
- know how and when to seek help;
- keep themselves safe both online and offline.

Become responsible citizens

Children will:

- understand fairness, equality and justice;
- respect diversity;
- contribute positively to school and the wider community;
- demonstrate responsibility and integrity;
- become courageous advocates for others.



Prepare for the future

Children will:

- make informed decisions;
- understand how relationships develop and change;
- manage increasing independence;
- develop the knowledge and confidence needed for secondary education and adult life.

Curriculum Principles

Our curriculum is built upon six key principles.

Rooted in our Christian Vision

Everything we teach reflects our Christian values of Hope, Courage and Creativity and promotes dignity, compassion, service and respect.

Ambitious for Every Child

We maintain high expectations for every pupil regardless of background or starting point.

Inclusive and Equitable

Teaching is adapted to remove barriers whilst maintaining consistently ambitious expectations.

Evidence Informed

Curriculum content reflects statutory guidance, educational research and effective classroom practice.

Safeguarding at the Heart

Children are explicitly taught how to recognise risks, keep themselves safe and seek support whenever needed.

Working in Partnership

Parents and carers are children's first educators. We work collaboratively with families to provide consistent messages about relationships, wellbeing and safety.

4. Statutory and National Guidance

This policy has been developed in accordance with:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*
- Keeping Children Safe in Education (current edition)
- Equality Act 2010
- Children Act 1989 and 2004
- SEND Code of Practice
- National Curriculum for England
- Church of England guidance, including *Valuing All God's Children*



Relationships Education

- Relationships Education is statutory in all primary schools.
- Pupils are taught about:
 - families and caring relationships;
 - friendships;
 - respect;
 - kindness and empathy;
 - online relationships;
 - personal boundaries;
 - seeking help when relationships become unsafe.
- Learning is delivered progressively and is appropriate to pupils' age and stage of development.

Health Education

- Health Education is statutory.
- Pupils learn about:
 - physical health;
 - mental wellbeing;
 - healthy lifestyles;
 - emotional literacy;
 - healthy eating;
 - physical activity;
 - sleep;
 - medicines;
 - personal hygiene;
 - growing and changing;
 - keeping safe.

Sex Education

The National Curriculum for Science includes statutory teaching about human growth and reproduction.

Where the school provides additional sex education beyond the National Curriculum, it is taught within the context of healthy relationships, safeguarding and respect for others.

Parents have the legal right to request withdrawal from non-statutory sex education. Further information is provided in Section 12.

Equality and Inclusion

Our curriculum reflects the Equality Act 2010.

It promotes respect for every individual and ensures that pupils are not disadvantaged because of protected characteristics. The school also complies with the Public Sector Equality Duty by fostering good relations, eliminating discrimination and advancing equality of opportunity.



Teaching is inclusive, age appropriate and responsive to pupils' needs while remaining rooted in our Christian vision.

Safeguarding

Safeguarding underpins all aspects of Personal Development and RSHE.

- Through the curriculum, pupils develop the knowledge, language and confidence to:
- recognise unsafe situations;
- understand personal boundaries;
- identify trusted adults;
- report concerns;
- seek help;
- make informed choices.

Effective RSHE is an important part of our whole-school safeguarding culture.

5. Curriculum

Curriculum Intent

Our Personal Development and Relationships, Sex and Health Education (RSHE) curriculum is designed to enable every child to flourish. Rooted in our Christian vision of **Hope, Courage and Creativity**, it provides pupils with the knowledge, understanding, skills and values they need to build healthy relationships, keep themselves safe and become confident, compassionate members of society.

We believe that Personal Development is fundamental to a child's education. Alongside academic achievement, it equips pupils to make informed decisions, manage relationships, understand themselves and contribute positively to their communities.

Our curriculum is ambitious for every child. We maintain high expectations whilst recognising that some pupils require additional support, adaptations or experiences to achieve equally successful outcomes. Through an equitable approach, we seek to remove barriers and widen opportunities so that every pupil can flourish.

Curriculum Principles

Our curriculum is:

Progressive – learning builds systematically from Reception to Year 6.

Knowledge-rich – pupils develop secure understanding of relationships, health, wellbeing, safety and citizenship.

Vocabulary-rich – key language is taught explicitly and revisited regularly.

Inclusive – all pupils can access ambitious learning through adaptive teaching.

Evidence-informed – planning reflects statutory guidance and effective educational practice.

Safeguarding-focused – pupils learn how to recognise risk, seek support and make safe choices.



What We Want Pupils to Know

By the end of Year 6, pupils will understand:

- healthy friendships and family relationships;
- respect, equality and diversity;
- physical and mental wellbeing;
- emotional literacy and resilience;
- personal safety;
- online safety;
- growing and changing;
- healthy lifestyles;
- rights and responsibilities;
- how to seek help when they need it.

What We Want Pupils to Become

We aim for every pupil to leave Bitterne CE Primary School as a young person who:

- treats others with dignity and respect;
- demonstrates kindness and empathy;
- communicates confidently and respectfully;
- shows resilience when facing challenge;
- values diversity;
- understands responsibility;
- makes informed choices;
- contributes positively to school and society.

Ultimately, we seek to develop children who embody **Hope, Courage and Creativity** in the way they learn, live and serve others.

Curriculum Delivery

The Personal Development curriculum is delivered through a planned programme of learning from the Early Years Foundation Stage to Year 6.

The core RSHE curriculum is taught through **The Story Project**, which provides a coherent, progressive and age-appropriate sequence of learning.

This is enriched through:

- Collective Worship;
- Religious Education;
- Science;
- Computing;
- Physical Education;
- British Values;
- SMSC;
- safeguarding education;
- educational visits;
- visitors;
- pupil leadership;



- School Council;
- Worship Leaders;
- courageous advocacy;
- enrichment opportunities.

These experiences enable pupils to apply their learning in meaningful contexts and contribute positively to the wider life of the school.

The Story Project

The school has adopted **The Story Project** because it:

- reflects our Christian vision;
- fulfils statutory Relationships and Health Education requirements;
- develops emotional literacy;
- promotes healthy relationships;
- supports safeguarding;
- encourages thoughtful discussion;
- values diversity;
- provides clear progression from Reception to Year 6.

Stories provide a safe context in which pupils can explore relationships, feelings, choices and moral dilemmas while developing empathy and understanding.

Curriculum Progression

Learning is carefully sequenced from the Early Years Foundation Stage to Year 6.

Key themes are revisited regularly, enabling pupils to deepen their understanding as they mature.

Themes include:

- Relationships
- Families
- Respect and Belonging
- Physical Health
- Mental Wellbeing
- Personal Safety
- Online Safety
- Growing and Changing
- Citizenship
- Equality and Diversity

Progression maps for each year group are contained within **Appendix A**.

Broadening Horizons

Personal Development extends beyond classroom lessons.

Children are encouraged to participate in:

- educational visits;
- residential experiences;



- clubs;
- music and sport;
- leadership opportunities;
- charitable work;
- courageous advocacy;
- environmental projects;
- collective worship.

We actively monitor participation to ensure that disadvantaged and vulnerable pupils access these opportunities.

6. Teaching and Learning

High-quality Teaching

Teachers create learning environments where pupils feel safe, respected and confident to participate.

Learning is characterised by:

- clear learning intentions;
- carefully sequenced teaching;
- explicit vocabulary instruction;
- purposeful discussion;
- retrieval of previous learning;
- opportunities for reflection;
- adaptive teaching;
- accurate, age-appropriate information.

Children are encouraged to think critically, ask questions and consider different viewpoints respectfully.

Creating Safe Classrooms

Teachers establish clear expectations for discussion so that pupils:

- listen respectfully;
- value different opinions;
- use appropriate vocabulary;
- avoid sharing personal experiences in whole-class discussion;
- understand that staff cannot promise confidentiality where safeguarding concerns exist.

Ground rules are revisited regularly to maintain an emotionally safe learning environment



Responding to Questions

Pupils are encouraged to ask questions.

- Teachers respond:
- honestly;
- factually;
- sensitively;

in ways appropriate to pupils' age and maturity.

Where questions fall outside the planned curriculum, teachers use professional judgement and seek advice from senior leaders where necessary. Where appropriate, teachers may encourage pupils to discuss questions further with their parents or carers. Safeguarding concerns are always managed in accordance with the school's safeguarding procedures.

Vocabulary and Oracy

Language is central to Personal Development.

Teachers explicitly teach and revisit vocabulary so pupils can confidently discuss:

- emotions;
- relationships;
- health;
- wellbeing;
- safety;
- equality;
- diversity.

Structured discussion enables pupils to develop respectful communication and emotional literacy.

Retrieval and Reflection

Important concepts are revisited regularly through retrieval activities, discussion and reflection, enabling pupils to strengthen long-term understanding and apply learning confidently in different situations.

7. Inclusion, Equity and Adaptive Teaching

Our Commitment to Inclusion

At Bitterne Church of England Primary School, we believe every child has the right to participate fully in a rich, ambitious and inclusive Personal Development and RSHE curriculum.

Rooted in our Christian vision, we recognise that every pupil is uniquely created and capable of flourishing. We maintain consistently high expectations whilst recognising that pupils bring different experiences, strengths and needs to school.

Inclusion is not an additional aspect of our curriculum; it is fundamental to its design, delivery and evaluation.



Equity Rather Than Equality

We are committed to **equity rather than equality**.

Whilst every pupil is entitled to the same ambition and high expectations, some require additional support, adapted teaching or wider opportunities to achieve equally successful outcomes.

Our curriculum removes barriers rather than lowering expectations.

Adaptive Teaching

Teachers use adaptive teaching to ensure all pupils access ambitious learning. Adaptations may include:

- explicit vocabulary teaching;
- visual supports;
- scaffolded tasks;
- adapted questioning;
- retrieval and overlearning;
- chunked learning;
- alternative recording methods;
- additional adult support;
- flexible grouping.

These adaptations increase access to learning without reducing curriculum expectations.

Supporting Pupils with SEND

Teachers work closely with the SENDCo, parents and external professionals to ensure pupils with SEND access an ambitious curriculum appropriate to their developmental stage.

Where appropriate, planning reflects:

- Education, Health and Care Plans;
- communication needs;
- cognition and learning;
- sensory or physical needs;
- social, emotional and mental health needs.

Supporting Disadvantaged and Vulnerable Pupils

We recognise that disadvantage may affect children's access to experiences, language, confidence and wider opportunities.

We therefore ensure disadvantaged pupils have equitable access to:

- educational visits;
- enrichment;
- leadership opportunities;
- wider curriculum experiences;
- trusted adult relationships;
- pastoral support.



Leaders monitor participation and remove barriers wherever possible.

Promoting Belonging

Every pupil should:

- feel welcomed;
- experience success;
- have trusted adults;
- know their voice is valued;
- contribute positively to school life.

Creating a culture of belonging is central to enabling every child to flourish.

8. Assessment, Monitoring and Impact

Assessment

Assessment in Personal Development and RSHE is primarily formative.

Teachers assess learning through:

- discussion;
- questioning;
- retrieval practice;
- observation;
- reflection;
- written outcomes where appropriate;
- pupil self-assessment.

Assessment informs future planning and identifies where further teaching or support is required. Assessment is not used to assign attainment levels but to support pupils' personal development and inform future teaching.

Measuring Impact

Leaders evaluate the effectiveness of the curriculum using a range of qualitative and quantitative evidence, including:

- lesson visits;
- curriculum monitoring;
- pupil voice;
- parental feedback;
- attendance;
- behaviour;
- safeguarding information;
- participation in enrichment;
- leadership opportunities.

Success is measured by pupils' knowledge, confidence, behaviour and ability to apply learning safely and responsibly.

Expected Outcomes

Pupils should:

- build healthy relationships;
- demonstrate respect and empathy;
- recognise and manage risk;
- understand physical and mental wellbeing;
- know how to seek help;
- value diversity;
- make informed decisions;
- contribute positively to their communities.



Continuous Improvement

Leaders review the curriculum annually in response to:

- statutory updates;
- safeguarding priorities;
- educational research;
- pupil voice;
- staff feedback;
- parental feedback;
- governor monitoring.
- self-evaluation and school improvement priorities.

This ensures the curriculum remains ambitious, relevant and responsive.

9. Safeguarding and Confidentiality

Safeguarding

Safeguarding underpins every aspect of Personal Development and RSHE.

Through the curriculum, pupils learn to:

- recognise unsafe situations;
- understand healthy and unhealthy relationships;
- identify trusted adults;
- respect personal boundaries;
- keep themselves safe online and offline;
- seek help when needed.

Teaching contributes directly to the school's safeguarding culture by giving children the knowledge and language to express concerns confidently.

Confidentiality

Teachers establish respectful learning environments where pupils feel safe to participate.

Staff cannot guarantee confidentiality where information indicates that a child may be at risk of harm.

Any safeguarding concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Wellbeing

The curriculum promotes positive mental health by developing:

- emotional literacy;
- resilience;
- self-esteem;
- healthy coping strategies;
- supportive relationships.

Where pupils require additional support, staff work with families and external agencies as appropriate.

10. Responding to Sensitive Issues and Pupil Questions

Teachers recognise that Personal Development may raise sensitive questions.

Responses will always be:

- factual;
- balanced;
- age appropriate;
- inclusive;



- consistent with statutory guidance and the school's Christian vision.
- Children are encouraged to ask questions and develop curiosity. Teachers will use professional judgement when deciding whether to answer immediately, revisit learning later or seek guidance from senior leaders.
- Discussion focuses on hypothetical situations rather than personal experiences to protect pupils' privacy.

11. Working with Parents and Right to Withdraw

Parents and carers are children's first educators and play a vital role in supporting Personal Development.

We are committed to working in partnership with families by:

- sharing curriculum information;
- communicating openly;
- listening to parental views;
- providing opportunities to discuss curriculum content;
- supporting conversations at home.

Strong home-school partnerships help children receive consistent messages about relationships, wellbeing and safety.

Right to Withdraw

Parents do **not** have the right to withdraw their child from:

- Relationships Education;
- Health Education;
- National Curriculum Science.

Parents may request withdrawal from any non-statutory Sex Education taught beyond the National Curriculum. The Headteacher will discuss the request with parents to ensure they understand the curriculum before a decision is made.

Requests should be made to the Headteacher, who will meet with parents to discuss the curriculum and explain the school's approach before any decision is made.

Responding to Parental Concerns

The school welcomes discussion with parents regarding Personal Development and RSHE.

Questions and concerns will be considered respectfully and responded to in accordance with statutory guidance and the school's Christian vision.

These sections are intentionally concise but cover all the essential requirements. The final part will bring together **roles and responsibilities**, **governor oversight**, and **policy review**, completing the streamlined policy. This structure should comfortably fit within your target of around 30 pages while remaining robust enough for governors, Ofsted and SIAMS.



12. Roles and Responsibilities

Creating a culture in which every child can flourish is the responsibility of the whole school community. Governors, leaders, staff, parents and pupils all have important roles in supporting the successful delivery of Personal Development and RSHE.

Governing Body

The Governing Body is responsible for ensuring that:

- the school fulfils its statutory duties relating to Relationships Education, Health Education and safeguarding;
- this policy reflects current legislation and guidance;
- the curriculum remains consistent with the school's Christian vision;
- sufficient resources are available to deliver the curriculum effectively;
- leaders are held to account for curriculum quality and impact;
- the policy is reviewed annually.

Governors receive regular reports on curriculum implementation, safeguarding themes, pupil voice, participation and outcomes.

Headteacher

The Headteacher will:

- ensure statutory requirements are met;
- provide strategic leadership for Personal Development;
- ensure staff receive appropriate training;
- monitor curriculum quality and consistency;
- promote effective partnership with parents;
- ensure safeguarding procedures are followed;
- report regularly to governors.

Senior Leaders

Senior leaders will:

- monitor teaching and learning;
- support staff through coaching and professional development;
- evaluate curriculum impact;
- oversee safeguarding themes;
- ensure equitable access for all pupils;
- review curriculum developments in response to local and national priorities.

Curriculum Leader

The Personal Development / RSHE Leader will:

- lead curriculum development;
- maintain curriculum progression;
- support colleagues with planning and delivery;
- monitor standards through lesson visits, planning scrutiny and pupil voice;
- coordinate staff training;



- evaluate curriculum effectiveness;
- keep governors informed of developments.

Teachers

Teachers are responsible for:

- delivering the agreed curriculum;
- creating safe and respectful learning environments;
- modelling positive relationships;
- adapting teaching to meet pupils' needs;
- responding appropriately to pupils' questions;
- identifying safeguarding concerns;
- communicating with parents where appropriate;
- contributing to curriculum evaluation.

Support Staff

Support staff play an important role by:

- reinforcing learning;
- modelling respectful relationships;
- supporting pupils' wellbeing;
- contributing to adaptive teaching;
- reporting safeguarding concerns in line with school procedures.

Parents and Carers

Parents and carers are children's first educators.

We encourage families to:

- support learning at home;
- reinforce messages about relationships, respect and wellbeing;
- communicate with school when concerns arise;
- engage positively with curriculum information;
- work in partnership with staff.

Pupils

Pupils are encouraged to:

- participate respectfully;
- listen to others;
- ask thoughtful questions;
- show kindness and respect;
- seek help when needed;
- contribute positively to the school community.



13: Monitoring, Evaluation and Governor Oversight

The effectiveness of this policy is monitored through:

- lesson observations;
- learning walks;
- planning scrutiny;
- pupil voice;
- staff discussions;
- safeguarding reviews;
- participation in wider opportunities;
- parental feedback;
- governor monitoring;
- curriculum evaluation.

Monitoring focuses on both statutory compliance and the impact of the curriculum on pupils' knowledge, wellbeing, confidence and personal development.

Findings inform future school improvement priorities.

Governor Oversight

Governors receive regular reports covering:

- statutory compliance;
- curriculum implementation;
- safeguarding themes;
- pupil voice;
- participation in enrichment;
- outcomes for disadvantaged and vulnerable pupils;
- staff training;
- areas for further development.

This enables governors to provide effective challenge and support while ensuring the curriculum remains ambitious and consistent with the school's Christian vision.

14: Policy Review

This policy will be reviewed annually by the Headteacher and Governing Body, or sooner if required following changes to statutory guidance or local circumstances. During each review, leaders will consider:

- statutory updates;
- safeguarding developments;
- pupil voice;
- staff feedback;
- parental feedback;
- governor recommendations;
- curriculum developments;
- emerging local or national priorities.

Any significant amendments will be approved by the Governing Body before implementation.



Appendix Summary

The following appendices form part of this policy:

Appendix A Statutory Coverage and Curriculum Progression

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Appendix A - Statutory Coverage and Curriculum Progression.

Relationships, Sex and Health Education (RSHE) and Personal Development

This appendix demonstrates how Bitterne Church of England Primary School meets the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science through its Personal Development curriculum.

Teaching is delivered primarily through **The Story Project** and enhanced through Collective Worship, safeguarding, online safety, the wider curriculum and everyday school life.

Relationships Education

Statutory Requirement	Delivered Through
Families and people who care for me	The Story Project; Collective Worship
Caring friendships	The Story Project; Behaviour Curriculum
Respectful relationships	The Story Project; Behaviour Curriculum; British Values
Online relationships	Computing; The Story Project
Being safe	Safeguarding Curriculum; The Story Project; Online Safety

Health Education

Statutory Requirement	Delivered Through
Mental wellbeing	The Story Project; Collective Worship; Pastoral Support
Internet safety and harm	Computing; Online Safety; Safeguarding
Physical health and healthy lifestyles	Science; RSHE; PE
Physical health and fitness	PE; RSHE
Drugs, alcohol and tobacco	Science; RSHE; Safeguarding
Health and prevention	Science; RSHE
Basic first aid	RSHE
Changing adolescent body	Science; RSHE; The Story Project

National Curriculum for Science

Statutory science content relating to human growth and development, reproduction and the changing adolescent body is taught through the Science curriculum and complemented, where appropriate, by learning within The Story Project.

Wider Personal Development

In addition to statutory RSHE, pupils benefit from:

- Collective Worship
- Spiritual Development
- SMSC
- British Values
- Mental Health and Wellbeing
- Online Safety
- Behaviour Education
- Safeguarding



- Equality, Diversity and Inclusion
- Pupil Leadership (including School Council and Worship Leaders)
- Educational Visits and Enrichment
- Courageous Advocacy
- Character Education

Equity and Inclusion

The curriculum is designed to provide equitable access for all pupils. Teaching is adapted, where appropriate, to meet the needs of:

- disadvantaged pupils;
- pupils with SEND or EHCPs;
- pupils experiencing vulnerability;
- looked after and previously looked after children;
- pupils with social workers;
- pupils with English as an Additional Language.

High expectations are maintained for every learner.

Christian Distinctiveness

Our curriculum is rooted in the Christian vision of **Hope, Courage and Creativity**. Through learning and the wider life of the school, pupils are encouraged to develop:

- dignity and respect;
- compassion and forgiveness;
- integrity and responsibility;
- resilience, hope and courage;
- creativity and service to others.

These values are reinforced through Collective Worship and everyday school life.

Governor Assurance

The Governing Body is satisfied that the school's Personal Development and RSHE curriculum:

- Meets statutory requirements for Relationships Education and Health Education.
- Meets National Curriculum requirements for Science.
- Reflects current Department for Education guidance.
- Reflects Church of England guidance, including *Valuing All God's Children*.
- Supports safeguarding, equality and inclusion.
- Promotes the school's Christian vision of Hope, Courage and Creativity.
- Equips pupils with the knowledge, skills and character needed to flourish.



Appendix B - Vocabulary Progression

Purpose

Vocabulary is explicitly planned and taught throughout the Personal Development and Relationships, Sex and Health Education (RSHE) curriculum. Pupils revisit key language from EYFS to Year 6. Vocabulary is taught through The Story Project, Collective Worship, classroom discussion and wider school life. Children revisit and apply vocabulary across the curriculum using retrieval practice and purposeful discussion.

Relationships

EYFS	KS1	Lower KS2	Upper KS2
friend	respect	boundaries	consent*
family	responsibility	peer influence	healthy relationship
sharing	honesty	trust	unhealthy relationship
kindness	cooperation	conflict	commitment
caring	fairness	belonging	equality
helping	friendship	compromise	inclusion

Feelings and Wellbeing

EYFS	KS1	Lower KS2	Upper KS2
happy	emotions	resilience	mental wellbeing
sad	worried	self-esteem	anxiety
angry	calm	confidence	coping strategies
excited	proud	empathy	stress
scared	disappointed	perseverance	self-awareness
feelings	wellbeing	emotional regulation	mental health

Health

EYFS	KS1	Lower KS2	Upper KS2
healthy	hygiene	nutrition	lifestyle
exercise	sleep	physical health	balanced lifestyle
clean	medicine	mental health	preventative health
dentist	germs	wellbeing	healthy choices

Safety

EYFS	KS1	Lower KS2	Upper KS2
safe	trusted adult	privacy	personal information
danger	emergency	risk	manipulation
help	stranger	online safety	exploitation*
rules	secrets	reporting concerns	coercion*
unsafe	boundaries	cyberbullying	grooming*

Growing and Changing

EYFS	KS1	Lower KS2	Upper KS2
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grow	body	puberty	adolescence
change	life cycle	physical changes	emotional changes
baby	development	menstruation	reproduction (Science)
older	growing up	hygiene	transition

Living in the Wider World

EYFS	KS1	Lower KS2	Upper KS2
community	responsibility	democracy	citizenship
school	respect	rights	diversity
helping	fairness	equality	inclusion
caring	rules	environment	advocacy

* Age appropriate in line with statutory guidance.

Teaching Expectations

- Explicitly teach new vocabulary before introducing new concepts.
- Revisit vocabulary through retrieval practice and discussion.
- Model correct terminology and encourage pupils to use it accurately.
- Adapt language where appropriate while maintaining ambitious expectations.
- Reinforce vocabulary through The Story Project, Collective Worship and the wider curriculum.

Curriculum Links

Relationships Education, Health Education, Science, Computing, Religious Education, Collective Worship, Safeguarding, Mental Health and Wellbeing, British Values and The Story Project.



Appendix C- Assessment, Monitoring and Quality Assurance

Purpose

This appendix outlines how Bitterne Church of England Primary School assesses pupils' learning in Personal Development and Relationships, Sex and Health Education (RSHE), monitors the quality of provision and evaluates the impact of the curriculum.

Assessment is used to inform teaching rather than to allocate attainment levels. Monitoring focuses on ensuring that every pupil experiences a high-quality, inclusive curriculum that enables them to flourish.

1. Assessment Principles

Assessment in Personal Development and RSHE is:

- formative and ongoing;
- age and stage appropriate;
- based on pupils' knowledge, understanding and application of learning;
- used to identify misconceptions and inform future teaching;
- supportive rather than judgemental;
- inclusive and accessible for all learners.

Assessment focuses on pupils' progress over time rather than comparing individuals.

2. What Teachers Assess

Teachers assess pupils' understanding through:

- classroom discussion;
- questioning;
- retrieval practice;
- observation;
- pupil reflection;
- learning activities;
- age-appropriate written outcomes where appropriate.

Assessment considers whether pupils can:

- recall key knowledge;
- explain important concepts using appropriate vocabulary;
- apply learning to different situations;
- recognise healthy and unhealthy choices;
- identify ways to keep themselves safe;
- know where and how to seek support.

3. Evidence of Learning

Evidence may include:

- pupil discussions;
- floor books (where used);
- class displays;



- pupil voice;
- learning journals;
- photographs of learning activities;
- teacher observations;
- curriculum monitoring records.

No single piece of evidence is expected to demonstrate progress. Teachers use professional judgement to build an overall picture of pupils' learning.

4. Monitoring the Curriculum

Senior leaders monitor the quality of Personal Development and RSHE through a range of activities, including:

- lesson visits;
- learning walks;
- planning scrutiny;
- book or floor book scrutiny (where appropriate);
- pupil voice;
- staff discussions;
- curriculum reviews;
- safeguarding reviews;
- parental feedback.

Monitoring focuses on both curriculum quality and pupil outcomes.

5. Quality Assurance

Leaders evaluate whether:

- statutory requirements are fully met;
- curriculum progression is clear and coherent;
- learning is inclusive and appropriately adapted;
- pupils feel safe, valued and included;
- staff deliver the curriculum confidently;
- safeguarding messages are understood by pupils;
- the school's Christian vision is reflected throughout the curriculum.

Findings inform future curriculum development and staff training.

6. Pupil Voice

Pupil voice is an important aspect of curriculum evaluation.

Children are given regular opportunities to share their views about:

- what they have learned;
- how safe they feel;
- relationships within school;
- behaviour and bullying;
- online safety;
- wellbeing;



- opportunities to contribute to school life.

Leaders use this information to celebrate strengths and identify priorities for improvement.

7. Governor Monitoring

Governors receive regular reports that enable them to monitor both statutory compliance and curriculum impact.

Reports may include:

- curriculum developments;
- monitoring findings;
- pupil voice outcomes;
- safeguarding themes;
- participation in enrichment;
- attendance and behaviour trends (where relevant);
- outcomes for disadvantaged and vulnerable pupils;
- staff training;
- priorities for further development.

Governors provide appropriate challenge and support to ensure that the curriculum remains ambitious, inclusive and effective.

8. Professional Development

The school is committed to ensuring that staff have the knowledge and confidence to deliver Personal Development and RSHE effectively.

Professional development may include:

- whole-school training;
- curriculum updates;
- safeguarding updates;
- coaching and mentoring;
- moderation opportunities;
- access to high-quality professional guidance.

Training priorities are identified through curriculum monitoring and school improvement planning.

9. Success Criteria

The curriculum is successful when pupils:

- demonstrate secure knowledge appropriate to their age;
- use appropriate vocabulary confidently;
- understand healthy relationships;
- recognise and manage risk;
- know how to seek help when needed;
- value diversity and respect others;
- demonstrate resilience, responsibility and empathy;
- contribute positively to school life;



- are well prepared for the next stage of their education.

Success is also reflected in positive pupil wellbeing, strong safeguarding awareness and high levels of participation in the wider life of the school.

10. Continuous Improvement

The Personal Development and RSHE curriculum is reviewed annually as part of the school's cycle of self-evaluation.

Leaders consider:

- statutory updates;
- safeguarding priorities;
- pupil voice;
- staff feedback;
- parental feedback;
- governor recommendations;
- curriculum developments;
- emerging local and national priorities.

Any amendments are incorporated into curriculum planning, staff training and future policy reviews to ensure that provision remains current, effective and rooted in the school's Christian vision of **Hope, Courage and Creativity**.



Appendix D Parent Information Guide

Purpose

At Bitterne Church of England Primary School, we believe parents and carers are children's first educators. We value the strong partnership between home and school and recognise that children achieve the best outcomes when families and school work together.

This guide explains our approach to Personal Development and Relationships, Sex and Health Education (RSHE), outlines what children will learn and answers some frequently asked questions.

What is Personal Development?

Personal Development helps children develop the knowledge, skills and values they need to lead healthy, safe and fulfilling lives.

It prepares pupils to:

- build healthy relationships;
- understand physical and mental wellbeing;
- stay safe online and offline;
- develop confidence and resilience;
- respect themselves and others;
- become responsible citizens.

At Bitterne CE Primary School, Personal Development extends beyond timetabled lessons and is embedded throughout school life.

What is RSHE?

Relationships, Sex and Health Education (RSHE) is a statutory part of the primary curriculum.

Children learn about:

- families and caring relationships;
- friendships;
- respect and kindness;
- online safety;
- physical and mental health;
- healthy lifestyles;
- growing and changing;
- keeping themselves safe.

Learning is always age appropriate and carefully planned.

How is RSHE taught?

Our curriculum is delivered primarily through **The Story Project**, supported by:

- Collective Worship;
- Religious Education;
- Science;



- Computing;
- Physical Education;
- safeguarding education;
- the wider Personal Development curriculum.

Stories provide engaging and age-appropriate opportunities for children to explore relationships, emotions, choices and values in a safe and supportive environment.

What will my child learn?

Learning is carefully sequenced from Reception to Year 6.

As pupils progress through school, they develop an increasing understanding of:

- healthy relationships;
- emotional wellbeing;
- physical health;
- personal safety;
- online safety;
- diversity and inclusion;
- growing and changing;
- responsibility and citizenship.

Further detail is available on the school website and in curriculum bulletins.

How will I know when sensitive topics will be taught?

The school will communicate with parents where appropriate and curriculum information is available through the curriculum bulletins and also on the school website.

Our Christian Vision

Everything we teach is underpinned by our Christian vision of **Hope, Courage and Creativity**.

Children are encouraged to:

- value themselves and others;
- show kindness and compassion;
- demonstrate honesty and integrity;
- respect difference;
- act responsibly;
- make positive choices;
- flourish academically, socially, emotionally, spiritually and physically.

How do we create a safe learning environment?

Teachers establish clear expectations for discussion so that pupils feel safe, respected and confident to participate.

Children are encouraged to:

- listen respectfully;



- value different opinions;
- ask questions;
- use appropriate vocabulary;
- understand that staff cannot keep information confidential if they are worried about a child's safety.

Safeguarding is central to everything we do.

Frequently Asked Questions

Can I see what my child will be learning?

Yes.

Parents are welcome to view curriculum information and discuss any aspect of the programme with school staff.

Can I withdraw my child from RSHE?

Relationships Education, Health Education and the National Curriculum for Science are **statutory**, and parents cannot withdraw their child from these elements.

Parents may request to withdraw their child from any **non-statutory Sex Education** taught beyond the National Curriculum.

If you wish to discuss this, please contact the Headteacher.

Will sensitive topics be taught appropriately?

Yes.

Learning is carefully planned to ensure it is:

- age appropriate;
- factually accurate;
- inclusive;
- respectful;
- sensitive to pupils' maturity and understanding.

Teachers respond to pupils' questions using professional judgement and in line with statutory guidance.

How can I support my child?

Parents can support learning by:

- talking openly about feelings and relationships;
- encouraging respectful behaviour;
- promoting healthy lifestyles;
- discussing online safety;
- reading together;
- reinforcing school values at home.



If you are unsure how to begin a conversation, please speak to your child's class teacher.

Working in Partnership

We value the trust that parents place in us.

If you have any questions or concerns about Personal Development or RSHE, we encourage you to contact the school. We are committed to listening carefully, working collaboratively and ensuring that every child receives a high-quality education that prepares them for life now and in the future.

Together, we can help every child flourish through our shared commitment to **Hope, Courage and Creativity**.



Appendix E – The Story Project Overview

Purpose

The Story Project is the core resource used to deliver Relationships, Sex and Health Education (RSHE) and Personal Development at Bitterne Church of England Primary School.

It provides a carefully sequenced, age-appropriate curriculum that enables pupils to explore relationships, emotions, wellbeing, identity, safety and responsibility through high-quality children's literature and discussion.

The programme supports the statutory requirements for Relationships Education and Health Education while reflecting the school's Christian vision of **Hope, Courage and Creativity**.

Why We Use The Story Project

Stories provide children with a safe and engaging context in which to explore ideas, ask questions and develop understanding.

Through carefully chosen texts, pupils are encouraged to:

- recognise and manage emotions;
- develop empathy and compassion;
- build healthy relationships;
- understand diversity and inclusion;
- make safe and informed choices;
- develop resilience and confidence;
- reflect on moral and ethical issues;
- apply learning to real-life situations.

Story-based learning allows children to discuss characters and situations rather than personal experiences, creating a safe environment for learning.

Curriculum Principles

The Story Project is:

- rooted in the school's Christian vision;
- fully aligned with statutory guidance;
- carefully sequenced from EYFS to Year 6;
- inclusive and accessible for all pupils;
- vocabulary rich;
- discussion based;
- safeguarding focused;
- designed to support pupils' personal development alongside academic learning.

How Learning is Delivered

Learning follows a progressive sequence throughout the primary years.

Lessons typically include:

- an engaging stimulus text;
- discussion and reflection;



- explicit vocabulary teaching;
- opportunities to explore different viewpoints;
- retrieval of previous learning;
- application through practical activities;
- reflection on key learning.

Teachers adapt lessons where appropriate to meet the needs of all learners while maintaining high expectations.

Curriculum Themes

Throughout the programme, pupils revisit key themes with increasing depth and maturity.

These include:

- families and caring relationships;
- friendships;
- respect and kindness;
- emotional wellbeing;
- physical health;
- online safety;
- keeping safe;
- growing and changing;
- diversity and inclusion;
- rights and responsibilities;
- citizenship;
- transition.

This progressive approach helps pupils build secure knowledge over time.

Safeguarding

The Story Project plays an important role in the school's safeguarding curriculum.

Children develop the knowledge and confidence to:

- recognise healthy and unhealthy relationships;
- understand personal boundaries;
- identify trusted adults;
- recognise unsafe situations;
- seek help appropriately;
- stay safe online and offline.

Staff follow the school's safeguarding procedures whenever concerns arise.

Supporting Every Learner

The Story Project reflects our commitment to equity.

Teachers adapt learning to ensure that every pupil can participate successfully, including those who:

- have SEND;



- are disadvantaged;
- have an EHCP;
- are experiencing vulnerability;
- are looked after or previously looked after;
- speak English as an Additional Language.

Adaptations may include:

- explicit vocabulary teaching;
- visual supports;
- scaffolded activities;
- retrieval practice;
- adapted questioning;
- additional adult support where appropriate.

These adaptations increase access while maintaining ambitious expectations.

Wider Personal Development

Learning through The Story Project is strengthened by opportunities across the wider curriculum, including:

- Collective Worship;
- Religious Education;
- British Values;
- SMSC;
- Computing and Online Safety;
- Physical Education;
- safeguarding education;
- School Council;
- Worship Leaders;
- pupil leadership;
- courageous advocacy;
- educational visits;
- enrichment activities.

These experiences help pupils apply their learning in meaningful contexts and contribute positively to school life.

Monitoring Impact

Leaders monitor the impact of The Story Project through:

- lesson visits;
- planning reviews;
- pupil voice;
- learning walks;
- staff discussions;
- curriculum evaluation;
- safeguarding monitoring;
- governor oversight.



Monitoring ensures that the curriculum remains ambitious, inclusive and responsive to pupils' needs.

Summary

The Story Project enables pupils to develop the knowledge, understanding and character needed to flourish.

By combining high-quality literature with thoughtful discussion, explicit teaching and meaningful reflection, the programme supports pupils to become confident, respectful and responsible young people who embody the school's Christian vision of **Hope, Courage and Creativity**.

Appendix F – References

The curriculum has been developed with reference to:

- Department for Education: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (Statutory Guidance)
- Keeping Children Safe in Education (current edition)
- National Curriculum for England
- Equality Act 2010
- Church of England: *Valuing All God's Children*
- Church of England Vision for Education
- The Story Project curriculum materials

The Story Project is reviewed regularly to ensure continued alignment with statutory guidance, safeguarding expectations and the needs of pupils at Bitterne Church of England Primary School.

References

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE)
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Equality Act 2010
- Public Sector Equality Duty
- SEND Code of Practice
- National Curriculum
- Valuing All God's Children
- SIAMS Evaluation Schedule (current version)
- The Story Project