



Devonshire House Preparatory School

RSHE Policy

Last review date	July 2026
Next review date	July 2027
Lead reviewers	Jude Swailes and Louise Reen

Serving North London Families

Devonshire House is a co-educational prep school, offering unparalleled preparation for senior school and life thereafter. Our unwavering emphasis on individual growth, within an inclusive community, balances traditional values and modern practice to inspire fearless life-long learning.

Our school values are:

- **Growth** – we reach high
- **Courage** – we learn fearlessly
- **Wonder** – we are inspired to find our spark
- **Belonging** – we care and come together

1. Aims

The aims of relationships, health and sex education (RSHE) at our school are to:

- Provide accurate, age-appropriate knowledge about **relationships, health and development**
- Support pupils to build **healthy, respectful relationships**
- Develop **emotional literacy, resilience and self-esteem**
- Teach **consent, boundaries and personal safety**
- Prepare pupils for **puberty and adolescence**
- Promote **mental health and wellbeing**
- Equip pupils to **stay safe online and offline**
- Encourage respect for **diversity and equality**
- Enable pupils to make **informed, responsible decisions**



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2. Statutory Requirements

This policy complies with:

- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 (RSHE)
- Latest DfE statutory guidance (updated expectations through 2024–2026)

The school provides:

- Relationships Education (all primary pupils)
- Additional age-appropriate sex education (Years 5–6)

Relationships and Sex Education (Years 7–8)

- Health Education (all pupils)

We also follow best practice guidance in relation to:

- Safeguarding and child protection
- Online safety (including social media, exploitation and harmful content)
- Mental health and wellbeing

At Devonshire House Preparatory School we teach RSHE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff. The consultation and policy development process involved the following steps:

1. Review – members of staff – namely the Head of PSHE and PSHE co-ordinator pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation- parents were given access to the documents and comments were invited and then reviewed.
4. Pupil consultation – we will investigate what exactly pupils want from their RSHE lessons through a questionnaire
5. Ratification – once amendments are made, the policy will be shared with staff and parents.



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4. Definition

RSHE (Relationships, Sex and Health Education) supports pupils' emotional, social and physical development. It includes learning about relationships, health, wellbeing, sexuality, diversity and personal identity.

RSHE combines the provision of accurate, age-appropriate information with opportunities for pupils to explore values, attitudes and responsibilities in a safe and supportive environment.

It equips pupils with the knowledge and skills to make informed decisions, develop healthy relationships, and understand boundaries, including the importance of respect and consent.

RSHE is not about the promotion of sexual activity, but about preparing pupils for life in a safe, informed and responsible way.

5. Curriculum

5.1. Curriculum

At Devonshire House, our Relationships, Sex and Health Education (RSHE) curriculum is delivered through a spiral, progressive programme that is age-appropriate, inclusive and evidence-based.

We use:

- **Think Equal** in **Nursery and Reception**
- **Jigsaw PSHE 3–11** in **Years 1–6** and **Jigsaw PSHE 11–16** in **Years 7–8**

These programmes are carefully selected to ensure full coverage of statutory RSHE guidance while supporting pupils' emotional literacy, wellbeing, and character development.

5.2. Curriculum Rationale

RSHE equips pupils with the knowledge and skills needed to lead safe, healthy and fulfilling lives. It enables them to make informed decisions about their wellbeing, health and relationships, and to develop confidence and self-efficacy.

Through a carefully sequenced, age-appropriate curriculum, pupils learn to manage risk, respond to challenges and make thoughtful decisions in a range of situations. They are supported to develop resilience, recognise when they need help, and understand how and where to access support.



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High-quality, evidence-based teaching prepares pupils for the opportunities, responsibilities and experiences of adult life. It also contributes to their spiritual, moral, social, cultural, mental and physical development, both within school and in wider society.

Devonshire House is a co-educational, mixed-ability school serving pupils aged 2½ to 13 from a wide range of cultural, religious and ethnic backgrounds. This policy reflects that diversity and is delivered with sensitivity and respect for all members of the school community.

Parents have the right to withdraw their child from the non-statutory sex education elements of RSHE. Any requests will be managed in line with statutory guidance. Staff are expected to deliver RSHE; however, any concerns should be discussed with the Head.

The RSHE curriculum is outlined in Appendix 1 and is regularly reviewed and adapted to meet the needs of pupils. It is developed in consultation with staff, pupils and parents, taking into account pupils' age, stage of development and individual needs.

Teachers respond to pupils' questions in an appropriate and sensitive manner, ensuring pupils receive accurate information in a safe environment.

5.3. Programme

Early Years (Nursery & Reception – Think Equal)

In Early Years, RSHE is delivered through the **Think Equal programme**, which focuses on:

- Emotional intelligence and self-regulation
- Empathy, kindness and inclusion
- Early understanding of relationships and feelings
- Respect for diversity and equality

This is embedded within:

- Personal, Social and Emotional Development (PSED)
- Understanding the World

Children learn to:

- Recognise and name emotions
- Build positive relationships
- Develop early awareness of fairness, inclusion and respect
- Understand personal boundaries and safety in an age-appropriate way



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Key Stages 1–3 (Years 1–8 – Jigsaw)

From Year 1 onwards, RSHE is delivered through the **Jigsaw PSHE programme**, which provides a **structured and progressive curriculum** organised into six themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me (covering statutory Relationships and Health Education content alongside age-appropriate sex education)

RSHE content is primarily delivered through the Jigsaw units "Relationships" and "Changing Me", with health education also supported through "Healthy Me".

5.4. Progression and Sequencing

The curriculum is carefully sequenced so that pupils:

- Build knowledge year-on-year
- Revisit key concepts with increasing maturity
- Develop both knowledge and skills (communication, consent, decision-making)

Topics progress from:

- Friendships and family (KS1)
 - Puberty and body changes (Lower KS2)
 - Relationships, consent, and online safety (Upper KS2 & KS3)

5.5. Content Coverage

Our RSHE curriculum ensures coverage of:

- Families and caring relationships
- Respectful relationships and friendships
- Online relationships and digital safety
- Being safe (including abuse, consent, and boundaries)
- Physical health and mental wellbeing
- Puberty and human development



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- Intimate and sexual relationships (age-appropriate, KS2+)

Teaching reflects:

- Diversity of families and identities
- Protected characteristics (Equality Act 2010)
- A commitment to inclusion and respect

5.6. Relationships Education

Relationships Education focuses on the fundamental building blocks of positive relationships, including friendships, family relationships, and relationships with peers and adults. Pupils develop an understanding of what healthy relationships look like, who can support them, and how to communicate effectively.

In the Early Years, pupils are taught to take turns, show kindness and respect, and understand honesty, trust and personal privacy. They begin to recognise personal space and boundaries, and learn the difference between appropriate and inappropriate contact.

As pupils progress, they develop a deeper understanding of respect, boundaries and consent in an age-appropriate way. This includes learning that they have a right to their own personal space, that they can say no, and that they must respect the boundaries of others.

Teaching explicitly explores the features of healthy friendships and family relationships, helping pupils to recognise both positive and less healthy behaviours. Pupils are also taught how these principles apply in an online context, including how to behave responsibly, understand how information is shared, and recognise potential risks.

The school reflects and values the diversity of family structures within its community. Teaching is inclusive and ensures that no pupil feels stigmatised based on their home circumstances.

Pupils are supported to develop key personal qualities such as resilience, honesty, kindness, integrity and respect. They are encouraged to build self-esteem, persevere through challenges and contribute positively to the school community.

5.7. Sex Education

Sex education is not compulsory in primary schools. Statutory content related to the human body, growth, puberty and reproduction is delivered through the science curriculum.

The school also provides carefully sequenced, age-appropriate sex education through Jigsaw Changing Me. At Devonshire House, the additional primary sex-education elements currently identified for parental withdrawal are the Year 5 lesson on Conception and the Year 6 lesson on Babies: Conception to Birth. Parents are informed



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about these lessons and may request that their child is withdrawn from these non-statutory sex-education elements. Pupils cannot be withdrawn from statutory Relationships Education, Health Education or Science content.

Sex education is taught within the context of relationships and is underpinned by the values of the PSHE curriculum. It promotes self-esteem, emotional wellbeing, and the importance of respectful, healthy relationships.

5.8. Physical Health and Mental Wellbeing

Early Years

In the Early Years, we support pupils in developing independence in health and self-care, in line with the Early Learning Goals. Children learn the importance of physical activity, healthy eating and personal hygiene, and are supported to manage their own basic needs with increasing confidence.

Opportunities for movement and physical development are embedded throughout the day through active play, outdoor learning and structured PE lessons. Pupils are encouraged to develop healthy habits and an understanding of how to keep themselves safe.

Personal care is managed sensitively, with respect for children's privacy and emotional wellbeing. Pupils are taught appropriate behaviour and boundaries in a supportive and age-appropriate manner.

A strong emphasis is placed on emotional wellbeing. Children are supported to develop self-confidence, build positive relationships and begin to understand and regulate their emotions. Mindfulness and reflection are embedded within daily routines, helping pupils to develop resilience and a sense of calm.

Positive behaviour is recognised and celebrated, supporting the development of self-esteem and a strong sense of belonging within the school community.

Whole School Approach (Years 1–8)

Physical health and mental wellbeing are integral to the RSHE curriculum. Pupils are taught how to make informed choices about their health, understand the link between physical and mental wellbeing, and recognise when they may need support.

The curriculum supports pupils to:

- Develop self-regulation and resilience
- Understand how to maintain a healthy lifestyle
- Recognise what is normal and when to seek help
- Build strategies to manage stress and challenges



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The school promotes an open and supportive environment in which pupils feel confident to ask questions and seek guidance.

Through RSHE, pupils are taught to recognise and report concerns, including emotional, physical and sexual abuse. They learn about boundaries in all relationships and are supported to understand how to seek help safely, both online and offline.

6. Delivery of RSHE

Safeguarding and Sensitive Content

RSHE plays a vital preventative role in safeguarding. Pupils are explicitly taught about:

- Consent and personal boundaries
- Peer-on-peer abuse
- Online risks, including grooming, sexting and exploitation
- Healthy vs unhealthy relationships
- How to recognise and report concerns

All teaching is aligned with the school's **Safeguarding Policy**.

RSHE is delivered through a combination of:

- **Jigsaw PSHE lessons (Years 1–8)**
- **Think Equal sessions (EYFS)**
- Science curriculum
- RE, Assemblies, circle time and pastoral provision

Teaching is:

- Age-appropriate and inclusive
- Sensitive to pupils' needs and backgrounds
- Delivered in a safe environment where questions are encouraged

A range of teaching approaches are used, including discussion, role play and scenario-based learning.

The programme is monitored by the Senior Leadership Team and PSHE leads, and is reviewed annually to ensure it remains effective, up to date and responsive to pupils' needs.

7. Inclusion & Equality



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7.1. Equality, Diversity and Inclusion

Our RSHE curriculum is inclusive and reflects the diversity of modern Britain.

Teaching:

- Represents a range of families and relationships
- Promotes respect for all protected characteristics (Equality Act 2010)
- Challenges stereotypes and discrimination
- Supports pupils to feel safe, seen and valued

Content is delivered sensitively, taking into account:

- Religious and cultural backgrounds
- SEND needs
- Age and developmental stage

7.2. Fundamental British Values (Dr TIM)

At Devonshire House, we promote Fundamental British Values through the acronym **Dr TIM: Democracy, Rule of Law, Individual Liberty, and Mutual Respect and Tolerance**. These values underpin our approach to creating a positive, inclusive and respectful school environment.

Democracy is embedded in the life of the school. Pupils are encouraged to express their views, contribute to discussions and work collaboratively. The 'pupil voice' is valued, and democratic principles are modelled by staff and reflected in everyday interactions.

The Rule of Law is promoted through clear expectations and consistent boundaries. Pupils are supported to understand right from wrong, manage their behaviour and recognise the consequences of their actions. Positive behaviour and respect are reinforced across the school through shared values and routines.

Individual Liberty is developed by encouraging pupils to build self-confidence, self-awareness and independence. Pupils are supported to make choices, express their opinions and develop a strong sense of self within a safe and supportive environment.

Mutual Respect and Tolerance are central to the school community. Pupils are taught to treat others with kindness and respect, value differences and understand that people may have different beliefs and perspectives. This is embedded across the curriculum and in daily school life.

These values are woven throughout the curriculum, particularly within Personal, Social and Emotional Development in the Early Years and PSHE in Years 1–8, and are reinforced through assemblies, classroom practice and the wider school culture.



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8. Specific Information

8.1. Parental Consultation

Devonshire House School works in partnership with parents and keeps them informed about all aspects of the RSHE curriculum. Information is available via the school website and VLE, and further details can be provided on request.

Parents are informed in advance when specific aspects of RSHE are taught and may be given opportunities to view resources where appropriate.

Parents have the right to withdraw their child from the non-statutory sex education elements of RSHE (see Section 10). Alternative work will be provided for pupils who are withdrawn.

8.2. Safeguarding and Confidentiality

RSHE plays an important role in safeguarding. Teaching about relationships and boundaries may lead to a pupil making a disclosure.

All staff follow the school's safeguarding procedures and will report any concerns to the Designated Safeguarding Lead (DSL). Staff cannot guarantee confidentiality where a safeguarding concern exists.

8.3. Responding to Questions

Teachers aim to answer pupils' questions honestly, sensitively and in an age-appropriate manner. If a question falls outside the planned curriculum or is not appropriate to address in a whole-class setting, staff will respond in a way that meets the pupil's needs and may seek guidance where necessary.

8.4. Inclusion and SEND

RSHE is inclusive and accessible to all pupils. Teaching and resources are differentiated to meet the needs of pupils with special educational needs and disabilities (SEND), ensuring all pupils can engage fully with the curriculum.

8.5. Curriculum Context

RSHE is delivered primarily through the PSHE curriculum (Jigsaw programme), with biological aspects taught through Science and additional elements explored through Religious Education (RE).

The curriculum covers:



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- Families and people who care for me
- Caring friendships and respectful relationships
- Online relationships and media
- Being safe
- Physical and mental wellbeing
- Intimate and sexual relationships (age-appropriate)

Teaching reflects the diversity of modern family life and ensures that no pupil is stigmatised based on their home circumstances. This includes recognising a range of family structures and providing inclusive, respectful teaching for all pupils.

Further detail can be found in Appendices 1 and 2.

9. Roles and Responsibilities

9.1. Governance

The governing body is responsible for approving the RSHE policy and holding the Headteacher to account for its effective implementation.

9.2. The Senior Pastoral Deputy

The Headteacher, supported by the Senior Pastoral Deputy, is responsible for ensuring that RSHE is taught consistently across the school and in line with statutory requirements.

They are also responsible for managing requests from parents to withdraw pupils from the non-statutory elements of sex education (see Section 10).

9.3. Staff

- Staff are responsible for:
- Delivering RSHE in a sensitive, age-appropriate and inclusive manner
- Modelling positive attitudes and respectful relationships
- Monitoring pupil progress and understanding
- Responding to the needs of individual pupils
- Managing situations where pupils are withdrawn from non-statutory elements appropriately

All teaching staff are expected to deliver RSHE as part of their role. Any concerns about delivery should be discussed with the Headteacher. In exceptional circumstances, alternative arrangements may be considered.

9.4. Pupils



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Pupils are expected to engage fully in RSHE lessons and to treat others with respect, sensitivity and maturity when discussing related topics.



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10. Parents' Right to Withdraw

Devonshire House School is committed to working in partnership with parents and keeps them informed about all aspects of the RSHE curriculum. Parents are encouraged to read this policy and contact the school with any questions or concerns.

Parents have the right to withdraw their child from the **non-statutory sex education elements** of RSHE. They **cannot withdraw** their child from:

- Relationships Education
- Health Education
- The National Curriculum for Science (including human growth and reproduction)

Before making a decision, parents are encouraged to discuss their concerns with the **Senior Deputy Pastoral, Head of Year or Head of PSHE**.

Requests for withdrawal should be submitted via the Firefly form. A record of the request will be kept in the pupil's educational record. Appropriate alternative work will be provided for pupils who are withdrawn from these lessons.

In most cases, the school will respect a parent's request to withdraw their child. However, the Head reserves the right to consider the best interests of the pupil in exceptional circumstances, in line with statutory guidance.

RSHE is an important part of the curriculum and supports pupils' personal development, wellbeing and safety. Parents are therefore encouraged to carefully consider the benefits of participation before making a decision.

11. Key guidance and supporting documents

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – revised statutory guidance, in force from 1 September 2026.
- Keeping Children Safe in Education (current edition).
- Equality Act 2010.
- Special Educational Needs and Disability Code of Practice.
- Jigsaw PSHE 3–11 and Jigsaw PSHE 11–16 curriculum materials.
- Think Equal early years programme materials.
- Devonshire House Preparatory School safeguarding, behaviour, equality and curriculum policies which can be found on the school website - <https://www.Devonshirehouseschool.co.uk/our-school/policies-reports-inspections/>



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RSHE CURRICULUM MAP — NURSERY–YEAR 8

Devonshire House Preparatory School | September 2026–July 2027

Curriculum overview

This map identifies the RSHE content within the school's wider PSHE curriculum. Nursery and Reception use Think Equal; Years 1–6 use Jigsaw PSHE 3–11; Years 7–8 use Jigsaw PSHE 11–16. It shows progression and the main RSHE content rather than replacing detailed lesson planning.

RSHE progression: Nursery–Year 8

Year	Program me	Relationships & families	Health & wellbeing	Safety, boundaries & online	Puberty / reproduction / sex education
Nursery	Think Equal	Early empathy; kindness; cooperation; friendship; positive relationships; inclusion.	Recognising feelings; emotional literacy; self-regulation; early self-care.	Personal space; privacy; age-appropriate boundaries and safety; communicating needs.	Age-appropriate learning about self, bodies, feelings and change within Think Equal.
Reception	Think Equal	Empathy; friendship; cooperation; kindness; positive relationships; inclusion.	Emotional literacy; recognising feelings; self-regulation; self-care.	Personal boundaries; privacy; age-appropriate safety; communication.	Age-appropriate learning about self, bodies, feelings and change within Think Equal.
Y1	Jigsaw 3–11	Family; friendships; being a good friend; bullying; people who help us.	Healthy food; exercise; sleep; hygiene; feeling safe.	Making positive choices; safety; appropriate physical contact; seeking help.	Body awareness; growing and changing; male/female body differences using correct terminology.
Y2	Jigsaw 3–11	Family and different family types; friendship; conflict; trust; appreciation.	Healthy choices; nutrition; relaxation; wellbeing.	Physical-contact preferences; secrets; trust; road/household/m medicine safety.	Growing from young to old; body changes; increasing independence; assertiveness.
Y3	Jigsaw 3–11	Family roles; friendship; negotiation; appreciation; global citizenship.	Healthy choices; nutrition; relaxation; exercise and wellbeing.	Online safety; choices affecting others; respect.	Babies and life cycles; babies' needs; inside/outside body changes; preparing for transition.



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Y4	Jigsaw 3–11	Changing friendships; love/loss; jealousy; getting on/falling out.	Healthier friendships; resilience; positive attitudes.	Group dynamics; influence; problem-solving.	Being unique; having a baby; girls/puberty; confidence in change.
Y5	Jigsaw 3–11	Self-worth; self-esteem; online communities; rights/responsibilities online.	Body image; food relationships; smoking/vaping; alcohol; emergency first aid.	Online safety; gaming/gambling; screen time; online grooming/SMARRT internet safety.	Puberty in girls and boys; media influence; Conception including IVF. **Additional sex education: Conception — parental withdrawal applies.**
Y6	Jigsaw 3–11	Love/loss; assertiveness; mental health; responsibility in relationships.	Mental health; stress; personal responsibility; substance misuse; exploitation.	Technology safety; sexting/online risk; power/control; seeking support.	Puberty/feelings; self/body image; conception to birth. **Additional sex education: Babies: Conception to Birth — parental withdrawal applies.**
Y7	Jigsaw 11–16	Healthy relationships; consent; rights/responsibilities; peer-on-peer abuse; assertiveness.	Stress/anxiety; physical activity; nutrition; sleep; substances; vaccination; health choices.	Peer pressure; sexting; online identity; online legislation; exploitation; county lines/gangs; emergency first aid.	Puberty; reproduction; menstrual cycle; parenthood; IVF; committed relationships; media/self-image; brain and mood changes.
Y8	Jigsaw 11–16	Positive relationships; personal space; privacy; coercion; power imbalance; support.	Health and wellbeing; nutrition/exercise; substances; teenage brain; dental/skin	Online etiquette/privacy; bullying; personal safety; unwanted messages; law; coercion.	Close/intimate relationships; attraction/love/lust; healthy/unhealthy romantic relationships; pornography and law;



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			health; vaccinations.		alcohol and risky behaviour.
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Key statutory / policy strands

Strand	Where it is developed	Notes
Relationships Education	Nursery–Y6, with development through Y7–8	Families; friendships; respectful relationships; online relationships; being safe; boundaries and consent.
Health Education	Nursery–Y8	Mental wellbeing; physical health; healthy lifestyles; substances; prevention; first aid; changing adolescent body.
Sex education	Additional content in Y5–6; statutory secondary RSE in Y7–8	Y5 Conception and Y6 Babies: Conception to Birth are identified for parental withdrawal. Secondary withdrawal applies only to defined sex-education content.
Science	Throughout relevant year groups	Biological content, including human growth and reproduction, is taught through the National Curriculum for Science and is not withdrawable.
Safeguarding	Nursery–Y8	Boundaries; recognising unsafe behaviour; abuse; exploitation; online risks; help-seeking and trusted adults.
Equality & inclusion	Nursery–Y8	Families, diversity, protected characteristics, stereotypes, prejudice, discrimination and inclusion.

RSHE progression at a glance

Relationships and boundaries: Nursery and Reception develop empathy, emotional literacy, identity, friendship, inclusion and self-regulation through Think Equal → Y1–2 family, friendship, trust and boundaries → Y3–4 negotiation, changing relationships and emotional development → Y5–6 self-worth, online relationships, assertiveness and responsibility → Y7 consent and healthier relationships → Y8 coercion, power imbalance and support.



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Health and wellbeing: Nursery & Reception emotional literacy and self-regulation → Y1–4 healthy lifestyles, resilience and relationships → Y5–6 mental health, substances, body image and exploitation → Y7 stress, anxiety, sleep, nutrition and health choices → Y8 independent wellbeing, physical health, substances and teenage brain.

Bodies, puberty and reproduction: early body awareness and change → Y3–4 foundations for puberty and understanding babies → Y5 puberty and conception → Y6 conception to birth → Y7 reproduction, menstrual cycle, IVF and parenthood → Y8 intimate relationships, attraction, pornography/law and sexual-health context.

Online safety: early safe/respectful behaviour → Y5–6 privacy, gaming, grooming and sexting/online risk → Y7 online identity, sexting and legislation → Y8 privacy, unwanted messages, coercion and legal responsibilities.