

In light of the current changes to the RSHE primary curriculum, I have begun this report with a brief breakdown of the key considerations for primary schools. We must be in a position to show actions towards these recommendations by September 2026. The information below will also be needed when I comment upon, later in this report, a possible curriculum change that is currently under consideration.

1. Current statutory considerations for primary schools:

The updated guidance more strongly emphasises **safeguarding, online harms, mental health and prevention of abusive behaviours**; it places particular focus on equipping children with practical skills to keep themselves safe and to recognise/report concerns. Much of this affects primary curriculum design (relationships, health & wellbeing).

The guidance introduces new/expanded content and strengthens expectations on transparency with parents, curriculum sequencing and staff training. Schools are being asked to review policies, curriculum planning and parent engagement.

Schools are expected to plan for implementation over the transition period; sector briefings indicate schools should be ready to implement changes by the statutory implementation window (the guidance is to be embedded as the statutory reference in the coming academic cycles, with sector guidance pointing to adaptation by September 2026).

2. What has changed for primary schools?

Core emphasis remains relationships & safety, but with clearer expectations

- Primary relationships education must teach the skills and knowledge that form the building blocks of positive relationships, with explicit expectations to teach children how to recognise risks, report concerns and keep themselves safe (including online safety and recognising abusive behaviours). Schools should cover boundaries, privacy and children's rights over their own bodies.

Health & wellbeing reinforced from an earlier age

- Mental health content is introduced in primary: emotional literacy (naming/handling emotions), recognising bullying, and where/how to seek help. The guidance highlights prevention and protective content delivered sensitively so it does not alarm younger children.

Sex education in primary: guidance on timing and parental engagement

- The guidance distinguishes relationships education (compulsory in primary) from sex education. Where primary schools choose to teach *sex education* (beyond statutory science), the guidance sets out how to do this and confirms parental right to request withdrawal from sex education content taught in primary. Headteachers must automatically comply with withdrawal requests in primary. Schools should make content and timing clear to parents well in advance.

Stronger focus on online harms, misinformation and harmful cultural influences

- The updated guidance stresses teaching pupils to identify and challenge harmful online content and misinformation, and to understand how online content (including misogynistic material and pornography influences) can affect attitudes and behaviours. For primary pupils this is framed in age-appropriate ways (e.g., recognising inappropriate material, knowing who to tell).

Safeguarding and child protection links clarified

- There is a clearer linkage between RSHE delivery and safeguarding: staff delivering RSHE must be trained in responding to disclosures; curriculum should be sequenced to prevent harms; schools should explain how RSHE is monitored and how pupils who are withdrawn will be provided with purposeful alternative education.

Openness and parental consultation strengthened

- Schools must publish their RSHE/RSE policy, be transparent about materials used, and proactively consult parents when developing policy and when changes are proposed. All lesson materials should be available to parents on request.

3. **My Happy Mind - A primary school curriculum focused around wellbeing**

In light of the national changes underway already, we felt that this might be a good time to look at moving towards an accredited RSHE curriculum 'scheme' to support our RSHE teaching and learning at HPS. The positives of this audit at this time are as follows:

- Reducing teacher workload. Lessons planned and resourced as part of the programme.
- Complete curriculum coverage ensured (EYFS-Yr.6) which supports effective progression, free of 'gaps in learning'
- The programme includes CPD opportunities for all staff.
- The programme includes lots of ideas and support to engage parents in this area of their child's education.
- The key principles of My Happy Mind align closely with our Vision Circle, Growth Guide and World Ready People agenda.

4. **My Happy Mind - an overview**

Purpose: MyHappyMind is a science-based mental health and wellbeing curriculum designed to help primary-aged children develop **resilience, self-esteem, and positive habits for life**. It is aligned with the UK RSHE statutory guidance and the Ofsted framework for personal development.

Core Features:

- Evidence-based: Draws on positive psychology and neuroscience to teach children about how their brains work and how to manage emotions.
- Five Key Modules:
 1. **Meet Your Brain** – understanding brain function and emotional regulation.
 2. **Celebrate** – building self-esteem and recognising personal strengths.
 3. **Appreciate** – fostering gratitude and positive relationships.
 4. **Relate** – developing empathy, kindness, and healthy connections.
 5. **Engage** – nurturing a growth mindset and perseverance.
- Whole-School Approach: Includes classroom lessons, teacher resources, parent materials, and digital tools to reinforce wellbeing messages consistently across the school community.

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- Link to RSHE & Safeguarding: Supports statutory requirements for health education (mental wellbeing) and complements safeguarding by helping pupils recognise and communicate feelings.
- Impact: Schools report improvements in pupil emotional literacy, resilience, and classroom behaviour, with positive feedback from Ofsted inspections and parents.

Benefits for Schools:

- Builds a common wellbeing language across pupils, staff, and families.
- Reduces stigma around mental health by normalising discussions about emotions.
- Supports staff wellbeing through training and consistent resources.
- Offers data and tracking tools to evidence impact for governors and inspectors.

5. Next Steps and considerations for the subject lead

Area	Key actions for consideration
Policy & Compliance	<ul style="list-style-type: none">● Review and update RSHE policy reflect July 2025 guidance (safeguarding, online harms, parental consultation).● Share draft policy with HT, governors and consult parents.● Publish final policy on website.
My Happy Mind	<ul style="list-style-type: none">● Debate pros and cons with SLT (29/09)● Make a final decision
Curriculum audit	<ul style="list-style-type: none">● Map current RSHE provision against updated statutory content (relationships, mental health, online safety, abusive behaviours).● Identify gaps and sequencing needs.● Evaluate how myHappyMind aligns with RSHE content and school vision.

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