



Little Acorns Forest Schools Ltd

Relationships, Sex & Health Education Policy (RSHE)

Rooted in nature, guided by connection

Our Vision

At Little Acorns Forest Schools Ltd, we believe that learning about relationships, health, wellbeing, and self-awareness is best done **through meaningful experiences in nature**. Our RSHE and Health Education provision is guided by the values of Forest School: curiosity, connection, respect, and resilience. We aim to nurture confident, healthy, and emotionally intelligent individuals through **child-led, outdoor learning** that supports their personal development in a holistic way.

Aims of this Policy

This policy outlines how we deliver Relationships, Sex and Health Education (RSHE) and Health Education in a way that:

- Aligns with UK statutory guidance.
- Reflects the unique ethos and practices of Forest School.
- Promotes emotional, social, physical and mental wellbeing through **nature-connected** learning.
- Builds respectful, kind relationships — with others, themselves, and the natural world.
- Helps children and young people to navigate the world safely and confidently.

Statutory Framework

Our approach complies with:

- **DfE Statutory Guidance (2019):** Relationships Education, Relationships and Sex Education (RSE), and Health Education.
- **The Education Act 1996 & Learning and Skills Act 2000.**
- **The Equality Act 2010.**
- **DfE Revised RSHE Guidance** (effective from Sept 2026).
- **Forest School principles** developed by the Forest School Association.

Forest School Ethos and Approach to RSHE

Our Forest School approach is:

- **Child-centred and play-based:** We follow learners' interests and create safe opportunities for natural discussions about relationships, feelings, changes, and health.
- **Experiential and holistic:** Children learn through hands-on experiences, risk-taking, reflection, team-building, and connection with the outdoors.
- **Rooted in emotional safety:** We prioritise trust, emotional intelligence, and consent in all interactions.

- **Seasonal and sensory:** Nature supports discussions about change, growth, life cycles, boundaries, and care — key RSHE themes.
- **Inclusive and respectful:** All learners are valued and included, regardless of background, ability, identity or experience.

What We Teach

Relationships Education (All Learners)

- **Caring friendships:** Building trust and understanding through shared outdoor play.
- **Respectful relationships:** Learning about boundaries, empathy and kindness through cooperative activities.
- **Families and people who care for us:** Recognising that families come in many forms.
- **Being safe:** Understanding consent, appropriate touch, risk and safety in both nature and social relationships.
- **Online safety:** Age-appropriate discussions about digital interactions and boundaries.

Health Education

- **Mental wellbeing:** Supporting emotional intelligence, self-regulation, mindfulness and resilience through nature connection and reflection.
- **Physical health:** Movement, nutrition, rest, and hygiene integrated into practical outdoor learning.
- **Growing and changing:** Using natural cycles and seasonal changes to understand puberty, body awareness, and transitions.
- **First aid:** Age-appropriate, practical knowledge about responding to minor injuries in the field.
- **Drugs, alcohol and tobacco** (older learners): Awareness of risks and informed choices through age-sensitive discussions.

Sex Education (where applicable)

- While not statutory in primary settings, we may offer age-appropriate **Sex Education** to prepare children for adolescence. This includes:
 - Understanding reproduction (linked to science).
 - Respect for self and others.
 - Consent and privacy.
 - Safe and trusted adults to talk to.

Parents/carers will be informed and consulted if this is included.

How We Teach

- **Integrated into Forest School sessions:** RSHE themes emerge naturally through group dynamics, conflict resolution, risk assessment, and reflection.
- **Storytelling and nature metaphors:** Life cycles, growth, interdependence, change — all illustrated in the natural world.

- **Circle time and reflection:** Safe spaces for children to explore feelings, identity and experiences.
- **Child-led inquiry:** Staff respond to learners' questions in age-appropriate, honest, and inclusive ways.
- **Gentle, ongoing conversations:** Rather than 'lessons', we see RSHE as a continuous process rooted in trust and experience.

Inclusion and Accessibility

We are committed to ensuring RSHE is inclusive and accessible to all. We will:

- Use inclusive language and representations in stories and discussions.
- Ensure activities and communication are adapted for children with SEND.
- Respect and reflect the diverse cultures, identities and beliefs of our learners and families.
- Support children who may have experienced trauma, additional needs, or family disruption, with sensitivity.

Role of Families

We recognise **parents and carers are a child's first educators**, and we aim to work in partnership with them. We will:

- Inform families about what is being covered and when.
- Offer opportunities for parents to discuss the curriculum and share views.
- Respect the right of parents to withdraw their child from *non-statutory* sex education elements (not from Relationships or Health Education).

Safeguarding and Sensitive Topics

- All RSHE delivery is underpinned by our **safeguarding policy**.
- Staff are trained to handle sensitive topics and disclosures with care.
- We provide clear boundaries around confidentiality — children are encouraged to talk, but staff may have a duty to share concerns.
- We ensure children know they can always speak to a trusted adult if they are worried or unsure.

Monitoring and Review

We monitor the impact and quality of RSHE through:

- Observing how learners interact, reflect, and respond.
- Gathering feedback from learners and families.
- Reviewing and adapting content to suit the group's stage and needs.
- Ensuring staff are supported and confident in delivering sensitive content.

This policy will be reviewed **every year**, or in response to new statutory guidance or local needs.

Staff Training and Support

Staff and volunteers receive regular training and reflective supervision to ensure they:

- Are confident and comfortable delivering RSHE themes.
- Know how to manage questions and disclosures appropriately.
- Understand the legal and ethical framework of RSHE.
- Model respectful, inclusive relationships in their interactions with learners.

Final Note

At Little Acorns Forest Schools Ltd, RSHE is not a subject — it is part of how we live, learn and grow together in nature. We believe children learn best when they feel **safe, seen, and supported**, and when they are given space to explore what it means to be a kind, healthy, and whole human being.

Date of Policy: August 2026

Review Due: August 2027

Approved by: Dave Churchward, Director, Little Acorns Forest Schools Ltd.