PSHE and RSHE policy

Date: September 2026

Review Date: September 2027

Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (Department for Education, July 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers).

Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Our school RSHE policy refers to both PSHE (Personal, Social, Health Education) and RSHE (Relationships, Sex and Health Education) because RSHE is included within PSHE. Our PSHE programme encompasses a broader range of learning than RSHE alone, incorporating citizenship education, financial education and age-appropriate careers education.

Our PSHE policy is also informed by, **Working together to safeguard children** ,**The Equality Act 2010**, **Promoting children and young people's mental health and wellbeing**, **The Prevent duty: safeguarding learners vulnerable to radicalisation** , **Behaviour in schools** , **Preventing and tackling bullying**, **Child online safety: Protecting children from online sexual exploitation and abuse** , **Sharing nudes and semi-nudes: advice for education settings working with children and young people**, **Special educational needs and disability code of practice: 0 to 25 years**, **EYFS statutory framework for group and school-based providers**, **Teaching online safety in schools**, **Equality and human rights guidance**, **Promoting fundamental British values as part of SMSC in schools**

Aim of the PSHE policy

To provide pupils with the knowledge and skills they need in order to reach their potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

In participating in PSHE learning, pupils recognise their own worth, the value of others and reflect on the multitude of the spiritual, moral, social and cultural issues they will face as young adults and beyond.

They also learn to understand and respect diversity, the rule of law, and learn ways to identify and manage risk.

Our school delivers Personal, Social, Health Education (PSHE) using curriculum models developed by the PSHE Association. These lessons and resources support the delivery of high-quality, age-appropriate and effective PSHE education across a broad range of topics, using quality-assured materials from the national body for PSHE education.

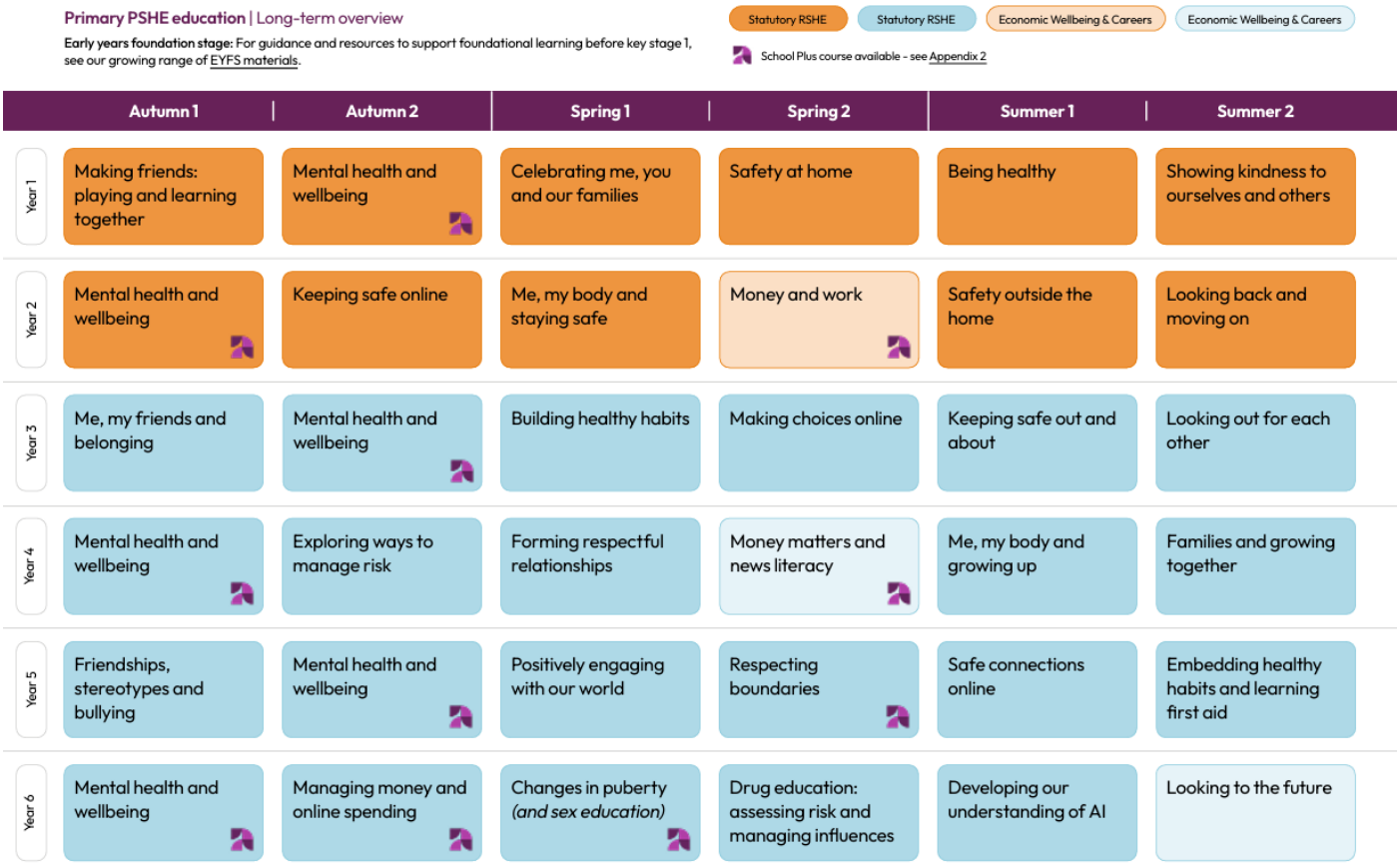
Our aim is to provide comprehensive PSHE curriculum coverage, incorporating all aspects of statutory Relationships, Sex and Health Education (RSHE), alongside financial education, citizenship education and age-appropriate careers education. Through this broad and inclusive programme, pupils develop the knowledge, skills and understanding they need to make informed decisions, stay safe, build positive relationships and prepare for life beyond primary school.

Objectives of the policy:

This policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Stay safe online and offline, including when using AI.
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health
- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens
- Understand their own and others' values, rights and responsibilities
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society
- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills

PSHE Programme Content Overview



Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

Statutory RSHE | Statutory RSHE | Economic Wellbeing & Careers | Economic Wellbeing & Careers

School Plus course available - see Appendix 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty *(and sex education)*	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

Relationships and Health Education is compulsory for all primary schools as set out in the DfE Guidance (2025). Primary schools may provide additional age-appropriate sex education outside that covered by statutory Health Education (Developing Bodies), and this can be included within PSHE or as part of the statutory Science curriculum (life-cycles).

All schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE, and these details are included within this policy. We have also chosen to include Health Education in this policy in line with best practice. This PSHE policy is available to anyone on request and is also available on the school website. It is our school governors' responsibility to ensure that the policy is developed and implemented effectively. Parents and carers should be made aware of the sex education elements of PSHE they can withdraw their child from. This is set out here: In the Year 6 'Changes in puberty (and sex education)' topic, the fourth lesson explores how babies are made.

We define Relationships Education as learning how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.

Parental withdraw from sex education

Parents and carers have the right to request that their child be withdrawn from some or all of sex education outside of that taught within and as part of the Science curriculum. **They cannot withdraw from any Relationships or Health Education lessons** and this includes lessons about puberty. (Section 21, DfE, 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education). **Children learning correct terminology for body parts is also a statutory requirement as set out in Section 40 of the statutory guidance for Health Education (DfE, 2025).** Body terminology is introduced in Key Stage One and reinforced in Key Stage Two. This is not considered to be sex education from which parents can withdraw. Before granting any request to withdraw a child from sex education, we seek to work with the parents/carers concerned to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will also explain any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will document this process to ensure a record is kept.

Once those discussions have taken place, the school will respect the parents' request to withdraw the pupil. If a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Transparency with parents/ carers about the PSHE curriculum and resources

Parents and carers have the right to see a representative sample of materials used within the teaching of RSHE. If parents would like to view the lessons and resources used as part of our RSHE curriculum, they are encouraged to contact the school. Parents will be invited into school to meet with the PSHE Lead and/or class teacher, who will be happy to share and discuss any lesson materials, resources, or content they wish to see. In addition, sample parent copies of PowerPoint presentations and supporting information can be provided and sent home upon request, ensuring that parents are fully informed about the RSHE education being delivered to their child. As many PSHE materials are copyrighted, the school is not permitted to put teaching materials on any public facing website or social media. On request any parent/carer can request to see all materials their child will be taught as part of Relationships, Health and Sex Education.

If RSHE materials are sent home for parents/carers to view, they will be issued with a statement, that as a condition of access, the content should not be copied or shared further except as authorised under copyright law.

Parents and carers are proactively consulted when this policy and the RSHE curriculum are developed or reviewed. Consultation may include sharing draft documentation, inviting comments and feedback, providing opportunities to discuss curriculum content and resources, and responding to questions or concerns. The school gives careful consideration to the views expressed by parents and carers alongside pupil needs, statutory requirements and professional judgement. The final responsibility for determining curriculum content rests with the school in accordance with its statutory duties.

Links with other policies in school

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including these:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy

- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Safeguarding/Child Protection Policy
- SEND Policy
- Visitor Policy
- Other curriculum subjects e.g., Science, RE, Computing

The role of the Headteacher and Governing body

Our Governing body ensures:

- all pupils have an entitlement to PSHE/ RSHE;
- the school is fulfilling its statutory obligations in regard to PSHE/RSHE;
- all pupils make progress in regard to PSHE/RSHE;
- PSHE/RSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- the quality of PSHE/RSHE provision is subject to regular monitoring and evaluation;
- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents/guardians on the subject content and the right to request that their child is withdrawn from sex education outside of any statutory elements.

The headteacher and governors monitor this policy on a regular basis.

Governors require the headteacher to keep a written record, giving details of the content and delivery of PSHE that is taught in school. Governors scrutinise materials to check they are in accordance with the school's ethos and values framework, and to meet safeguarding obligations.

Use of visitors and external agencies

The headteacher and/ or the PSHE Subject Lead will liaise with external agencies and visitors regarding the school PSHE programme and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance and safeguarding processes.

Parents/carers are also entitled to view resources used by any visitor/ external agency that supports the school's RSHE curriculum in advance of the lesson(s).

PSHE and Safeguarding

Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE. Safeguarding is a statutory duty and we ensure there is age-appropriate content within PSHE to educate pupils about keeping themselves and others safe.

Inclusion

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children. Our inclusive PSHE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are*

not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019).

Monitoring and Evaluation

The Curriculum Committee of the governing body monitors this policy on a bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary.

The subject lead reviews teaching and learning and uses this to ensure the PSHE programme remains current, closely matched to students need, and that teaching and learning is effective. Monitoring and evaluation is carried out as follows:

- Floor book monitoring
- Staff evaluations
- Pupil evaluations/voice
- Lesson drop ins

How PSHE is organised in school

PSHE is a valued and integral part of our curriculum and is delivered by class teachers, who are responsible for planning and teaching lessons appropriate to the needs of their pupils. The PSHE Lead oversees and monitors the quality and consistency of provision across the school, ensuring that the curriculum is delivered effectively and meets the needs of all learners.

Subject leadership, monitoring and evaluation are the responsibility of Miss Conway (Assistant Headteacher)**,** who works alongside staff to review teaching and learning, monitor pupil outcomes and support the ongoing development of the subject. A designated governor is linked to PSHE and contributes to the monitoring and evaluation of the subject at a strategic level.

PSHE is taught through a structured programme consisting of one topic per half term, with up to six lessons delivered within each unit**.** This approach allows pupils to revisit and build upon key knowledge, skills and understanding throughout the academic year. In addition to planned lessons, the school responds proactively to emerging issues within the school community and wider society, ensuring that learning remains relevant and meaningful for pupils.

Northumbria Police deliver workshops for pupils in Years 5 and 6 each half-term. These sessions cover a range of age-appropriate topics relevant to our local community, including knife crime, hate crime, drugs and alcohol, and grooming. The workshops support our PSHE programme by helping pupils develop the knowledge and skills needed to make safe and informed choices.

Pupil progress is assessed through regular Assessment for Learning (AfL) opportunities within lessons. Teachers monitor pupils' understanding and achievement of lesson objectives, identifying those who may require additional support or challenge and adapting teaching accordingly.

Our PSHE curriculum is enriched through a range of experiences beyond the classroom. These include visits and workshops from external professionals and organisations, assemblies focused on health, safety and wellbeing, and themed events such as Children's Mental Health Week. The school also delivers the KidSafe UK programme to every year group, supporting safeguarding by helping pupils develop the knowledge, confidence and resilience needed to promote their mental health and emotional wellbeing, recognise unsafe situations and seek help when needed. In

addition, the school responds proactively to current issues affecting pupils and the wider community, ensuring learning remains relevant, responsive and meaningful.

To ensure high-quality provision, staff participate in regular professional development linked to PSHE, RSHE and safeguarding. This includes staff meetings, training updates, the sharing of best practice, and professional learning on topics such as mental health and wellbeing, online safety, healthy relationships and keeping children safe. The school is a member of the Gateshead Health and Wellbeing Service and actively engages with network meetings, continuing professional development opportunities and wellbeing initiatives to ensure practice remains current and effective.

Meeting the needs of all pupils

Pupils are actively involved in shaping our PSHE programme to ensure that learning is relevant, engaging and responsive to their needs. Their views are gathered through class discussions, pupil voice interviews, circle time activities and the work of the school council. Feedback from pupils helps to inform the way lessons are taught, identify areas of interest or concern, and ensure that lessons reflect the experiences and needs of our school community. By listening to and valuing pupil voice, we promote ownership of learning and help ensure that the PSHE curriculum remains meaningful and effective for all children.

Our PSHE curriculum is inclusive and accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Teaching is carefully adapted to meet individual needs through differentiated activities, visual supports, structured discussions, practical learning opportunities and the use of clear, age-appropriate language. We work closely with teachers, support staff, parents and external professionals where appropriate to ensure that all children can participate meaningfully and develop the knowledge, skills and confidence needed for their personal, social and emotional wellbeing. Through a nurturing and supportive environment, we promote equality, respect and positive relationships, enabling every child to feel valued, included and successful.

Our PSHE curriculum reflects the needs of our local community and the experiences of our pupils. Where relevant, we include learning on oral health, healthy lifestyles, mental wellbeing, online safety, and other local or emerging issues, helping pupils develop the knowledge, skills and attitudes to stay safe, healthy and prepared for life.

Disclosures in PSHE/Managing sensitive discussions

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed as appropriate. Sometimes it is clear that certain pupils may need time to talk one-to-one after the lesson closes, or needs to be signposted to further sources of advice or support. If disclosures occur, the school's confidentiality policy is followed.

As a general rule a pupil's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who takes action as laid down in the school's safeguarding policy. All staff members are familiar with the policy and know the identity of the DSL. The pupil concerned will be informed that confidentiality is being breached and reasons why. The pupil will be supported by staff throughout the process. Visitors to the school will be advised of this process should a disclosure occur as part of their session.

The PSHE Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and students alike, is vital in PSHE. To enable this, we use PSHE 'ground rules' at the beginning of lessons which are reinforced throughout. Our pupils are also encouraged to ask questions and share worries with members of staff in the aim to promote a welcoming and 'open' learning culture. Each class has a worry box for children to share any concerns, if they would prefer to do so in writing, rather than verbally.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in PSHE. Teachers are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual children. Issues that we address in PSHE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers, peers or families.

Children will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. There may also be cases when we may need to deviate from our published PSHE policy to safeguard children, for example, if pupils have seen distressing or pornographic content online. This teaching will remain age-appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. **The school will inform parents of any deviation from the published PSHE policy in advance and share any relevant materials with them on request.**

Answering Difficult Questions and Managing Sensitive Issues

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Subject Lead or Designated Safeguarding Lead if they are concerned or need support.

Where possible, teaching strategies use 'distancing' so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on personal experiences.

If a child asks a question related to sex education, that is not covered in school, or related to content the child has been withdrawn from, the teacher concerned may provide an answer according to the age and maturity of the child if it is appropriate to do so. If it is not appropriate to provide an answer, the teacher will refer the question to be answered at home.

Policy Review

	Signed Headteacher	Signed Chair of Governors
Date of review:		

Date of next review:		