Healthy Empowered Ambitious Respectful Together

Our values are at the HEART of our school

PSHE Policy (Including RSHE)

Policy Author:	Mr Sayers
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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 (RSHE) (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 offers a broader range of content than RSHE alone, including citizenship education, finance education, 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.

In our school we choose to deliver Personal, Social, Health Education using the PSHE Association.

Objectives of the policy:

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

- Stay safe in the on and off-line world
- 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

Year Group	Autumn	Spring	Summer
EYFS	In the EYFS we follow the children's interests, therefore we do not follow set topics although we do observe topics which children will naturally gravitate towards at certain times of the year. We endeavour to make learning active, hands on and most importantly fun addressing next steps for each individual child there and then within their play. We explore seasonal change and celebrations through stories and real-life experiences. This plan ties into our continuous provision and daily routine plans which have been developed ensuring the coverage is progressive developing next steps in line with the 'Birth to 5' documentation.		
Year 1	What is the same and different about us?	How do we stay safe and healthy?	How can we look after each other and the world?
Year 2	What is friendship?	How do we recognise our feelings?	How do we stay safe in the wider world?
Year 3	What should caring relationships look like?	How do we stay safe and healthy?	How do we earn and spend money?

Year 4	How can I respect myself and others?	How can we manage our feelings?	How can our choices help keep ourselves, others and the environment safe?
Year 5	What makes up my identity?	How do we stay safe and healthy?	What decisions can people make about money and careers?
Year 6	How can we keep healthy as we grow?	How does the media influence people?	What will change as we become more independent?

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:

Year 6, Summer Term, Lesson 3

- The reproductive organs and process, including how a baby is conceived though sexual reproduction.
- How babies are conceived and born and how they need to be cared for.

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 Year 1 and reinforced in subsequent years where relevant. 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 and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. 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.

Parents and carers are encouraged to work in partnership with the school in supporting their children's personal development and wellbeing.

RSHE is delivered through a range of carefully selected resources, including materials produced by the PSHE Association, which are quality assured, evidence informed and aligned with statutory guidance. Resources are reviewed regularly to ensure they remain age appropriate, inclusive and suitable for the needs of our pupils.

Parents and carers may request to view curriculum overviews, lesson content and teaching resources used to support the delivery of RSHE and PSHE. Requests should be made through the school office or directly to the PSHE/RSHE Lead. The school will make reasonable arrangements for parents to review materials and discuss any questions or concerns they may have.

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.

The school consults parents/carers when developing this policy. Draft policies and curriculum information will be shared with parents and carers, who will be invited to provide feedback, ask questions and raise any concerns before the policy is finalised and approved. The school gives serious consideration to any comments from parents/carers about the RSHE policy and teaching programme. The overall decision about the content of the school's PSHE programme lies with the school, informed by statutory duties, so parents/carers are not able to veto curriculum content.

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
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Online Safety Policy
- Positive Mental Health Policy
- Safeguarding Policy
- SEND Policy

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.

We use the following external providers as part of our PSHE programme:

- Northumbria Police in Years 5 and 6 – Prevention Through Education, which relies on proactive school engagement, early intervention, and multi-agency partnerships to steer young people away from crime, anti-social behaviour, and violence.

- School nurses deliver puberty talks which are educational sessions typically delivered to students aged 9 to 11 (Years 5 and 6) to prepare them for the physical and emotional changes of adolescence.

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 an 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 through:

- lesson observations;
- planning scrutiny;
- pupil voice activities;
- staff feedback;
- parental feedback.

The PSHE/RSHE Lead will oversee monitoring and report findings to senior leaders and governors where appropriate.

How PSHE is organised in school

Roles and Responsibilities

The Governing Body will:

- approve the policy;
- monitor implementation;
- ensure statutory requirements are met.

The Headteacher will:

- ensure the policy is implemented effectively;
- support staff training;
- ensure resources are appropriate.

The PSHE/RSHE Lead will:

- oversee curriculum planning;
- monitor teaching, learning and progress;
- review resources;
- support colleagues.
- Organise visitors, assembly programme, health-related weeks
- Liaise with Gateshead Health and Wellbeing Service to deliver CPD, and support and encourage school development within the area of health and wellbeing

Staff will:

- deliver RSHE professionally and sensitively;
- follow safeguarding procedures;
- create a safe learning environment.

Meeting the needs of all pupils

The PSHE curriculum is designed to meet the needs of all pupils and reflects the diverse backgrounds, experiences and needs of our school community.

Pupil Voice and Curriculum Development

Pupils are actively involved in shaping the PSHE curriculum. Their views are gathered through pupil voice activities, class discussions, questionnaires and feedback from lessons. This information is used to evaluate the effectiveness and relevance of the curriculum and to inform future planning, ensuring that learning reflects pupils' needs, interests and experiences.

Special Educational Needs and Disabilities (SEND)

We are committed to ensuring that all pupils can access and benefit from PSHE education. Teaching and learning are adapted where appropriate to meet the needs of pupils with SEND, whilst maintaining high expectations for all learners. Staff consider pupils' age, developmental stage, communication needs and individual circumstances when planning and delivering lessons. A range of teaching approaches, resources and support strategies are used to ensure all pupils can participate fully and make progress.

Responding to Local and School Community Needs

The PSHE curriculum is responsive to the needs of our pupils and the wider community. Curriculum content is informed by a range of sources including pupil voice, staff observations, safeguarding information, attendance data, behaviour records, local authority guidance and public health information. This enables the school to address issues that are particularly relevant to our pupils, such as oral health, emotional wellbeing, online safety, healthy lifestyles and personal safety. The curriculum is reviewed regularly to ensure it remains relevant and effective in meeting the needs of our school community.

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. 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.

Effective PSHE education takes place within a safe, supportive and respectful learning environment. At the beginning of lessons, teachers and pupils agree and revisit ground rules to promote respectful discussion, active listening and consideration of different viewpoints. Staff foster positive relationships with pupils, creating an atmosphere where children feel valued, included and confident to ask questions, express opinions and seek support.

Teaching is delivered in a sensitive and age-appropriate manner, recognising that pupils may have different experiences, backgrounds and levels of understanding. Staff model respectful communication and encourage pupils to show kindness, empathy and respect towards others. Pupils are reminded that personal information should not be shared during lessons and that safeguarding procedures will be followed where concerns arise. Through these approaches, the school promotes an environment in which all pupils feel safe, supported and able to engage fully in learning.

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.