

# PSHE and RSHE Policy



Policy developed by Miss Taylor (PSHE leader): June 2026

Policy approved by Governors: June 2026

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "Mr M Grogan".

Headteacher

Policy shared with staff and shared on the school website: June 2026

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## PSHE AND RSHE POLICY

### Our school motto

Never settle for less than your best.

### Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

### Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

### Introduction

This policy outlines the aims, principles and procedures for the teaching of Personal, Social, Health and Economic (PSHE) Education, Relationships Education, Sex Education and Health Education at St George's Central CE Primary School and Nursery.

At St George's Central, PSHE and RSHE are integral to our curriculum and school ethos. Through high-quality teaching and learning, we aim to support children's personal development and wellbeing, enabling them to build positive relationships, develop resilience and become responsible members of society.

This policy has been developed in accordance with the Department for Education's Relationships, Sex and Health Education Statutory Guidance (2025) and is informed by the PSHE Association Programme of Study, which forms the basis of our PSHE curriculum. The policy has been developed through consultation with staff, governors, parents/carers and pupils to ensure that it reflects the needs of our school community.

### Why PSHE Matters

PSHE education plays a crucial role in equipping children with the knowledge, skills and attributes they need to manage their lives now and in the future. In an increasingly complex world, children are exposed to a wide range of influences through the media, social media and the wider community. Through PSHE, Relationships Education and Health Education, children develop important life skills including resilience, self-esteem, communication, risk management, teamwork and critical thinking.

The subject supports children's personal development, behaviour, wellbeing and safeguarding, helping them to stay healthy, safe and prepared for the opportunities, responsibilities and experiences of later life. It enables children to make informed decisions about their health, wellbeing and relationships and supports them to flourish as responsible members of society.

### Aims

We aim to:

- Promote children's physical, emotional and mental wellbeing.
- Develop respectful, healthy and positive relationships.
- Equip children with the knowledge and skills to make informed decisions about their health, wellbeing and safety.
- Prepare children for the physical and emotional changes associated with growing up in an age-appropriate way.
- Develop resilience, confidence, independence and self-esteem.
- Foster inclusion, equality, respect and understanding of diversity.
- Enable children to recognise risk, stay safe and know how to access help and support when needed.
- Encourage children to become responsible, active citizens who can make a positive contribution to their communities and wider society.
- Support children to enjoy and achieve in their lives, both now and in the future.

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## Definitions

**Relationships Education** is statutory in primary schools and focuses on families, friendships, respectful relationships, online relationships and keeping safe.

**Health Education** is statutory and includes learning about physical health, mental wellbeing, healthy lifestyles, safety and emotional wellbeing.

**Sex Education** is not statutory in primary schools. However, in line with Department for Education recommendations, our school teaches age-appropriate Sex Education in Year 6. This consists of learning about conception and pregnancy beyond the requirements of the National Curriculum for Science.

**PSHE Education** is the wider curriculum through which Relationships Education, Health Education and additional learning about living in the wider world are delivered.

### **Curriculum Content and Delivery**

Our PSHE curriculum is delivered through the PSHE Association Programme of Study and is enhanced by Picture News, collective worship, themed events, educational visits, enrichment opportunities and carefully selected external visitors where appropriate.

Learning is sequenced from Nursery to Year 6 to ensure that knowledge and skills are revisited and developed over time. The curriculum is designed to meet the needs of our pupils and community whilst fulfilling the statutory requirements for Relationships Education and Health Education.

Our PSHE curriculum is organised around the PSHE Association's three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these themes, children receive statutory Relationships Education and Health Education in accordance with the Department for Education's Relationships, Sex and Health Education Statutory Guidance (2025).

Relationships Education includes learning about:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health Education includes learning about:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

PSHE learning is also enhanced through meaningful links with other curriculum areas, including Science, Computing, Religious Education, Physical Education and collective worship, enabling children to apply their knowledge and skills in a range of contexts.

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In addition, children receive age-appropriate learning about economic wellbeing, citizenship, personal safety and life in modern Britain through the wider PSHE curriculum and enrichment opportunities.

### **Enrichment Opportunities**

PSHE and RSHE are further supported through collective worship, which promotes our Christian values of Friendship, Trust, Justice, Hope, Endurance, Compassion and Forgiveness. Staff reinforce these values throughout the school day, helping children to develop positive relationships, respect for others, resilience and personal responsibility.

Learning is enriched through a range of whole-school events, themed weeks, educational visits, residential experiences, workshops, community partnerships and visitor-led sessions. These opportunities help children to develop confidence, understand diversity, contribute positively to their communities and apply their learning in meaningful contexts.

Children are encouraged to contribute to school life and develop an understanding of democracy through a range of leadership opportunities, including School Council, Ethos Council, Eco Council and RotaKids.

An overview of curriculum content for each year group is available on the school website and from the PSHE Lead upon request.

### **External Visitors**

External visitors may contribute to aspects of the curriculum where their expertise enhances children's learning. Visitors are used to complement, not replace, the planned curriculum delivered by teaching staff.

All visitors are appropriately vetted and work under the supervision of school staff. They are expected to adhere to the school's safeguarding, confidentiality and behaviour policies. Responsibility for the planning, delivery and quality assurance of the curriculum remains with the school at all times.

Visitors may include healthcare professionals, emergency service personnel, members of faith communities and other specialists whose contributions support children's understanding of health, relationships, safety and citizenship.

### **Inclusion and Accessibility**

We are committed to ensuring that all children can access an inclusive PSHE and RSHE curriculum regardless of ability, disability, gender, race, religion or belief, family circumstance, sexual orientation or other protected characteristics.

Teaching is adapted where necessary to meet the needs of all learners, including children with SEND and EAL. Staff use a range of strategies including adapted resources, visual supports, pre-teaching, scaffolding and targeted support to ensure all children can access learning and develop the knowledge and skills needed to stay safe, healthy and prepared for adulthood.

The curriculum reflects and values the diversity of modern Britain and promotes respect, equality and inclusion. Through our teaching, children learn to value diversity, challenge stereotypes and develop positive, respectful relationships with others.

The school does not tolerate discriminatory, prejudicial or derogatory language or behaviour of any kind. Any incidents of bullying, harassment or prejudice-based behaviour will be addressed in accordance with the school's Behaviour and Relationships Policy, Anti-Bullying Policy and Equality Policy.

### **Safe and Effective Practice**

We recognise that PSHE, Relationships Education, Sex Education and Health Education may involve discussions of sensitive issues. Staff create safe, supportive and respectful learning environments through the use of agreed ground rules and age-appropriate teaching approaches. All classrooms have access to an "I Wish My Teacher Knew" question box, which allows children to ask questions or share concerns anonymously. Children are reminded of this resource throughout the year, particularly during the teaching of Relationships, Sex and Health Education.

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Staff establish clear expectations for discussion and encourage children to listen respectfully, value different viewpoints and use appropriate language. Questions are answered honestly, sensitively and in a manner that is appropriate to pupils' age and stage of development.

Where questions relate to the planned curriculum, teachers will respond as part of whole-class teaching. Where questions go beyond the planned curriculum, are overly personal, inappropriate for a whole-class setting or raise safeguarding concerns, staff will use their professional judgement to determine the most appropriate response. This may include speaking with a child individually, seeking guidance from the PSHE Lead or Designated Safeguarding Lead, or encouraging pupils to discuss the matter with their parents or carers.

Staff will not provide information that is inappropriate to a child's age or developmental stage. Where a question or disclosure indicates that a child may be at risk of harm, safeguarding procedures will be followed immediately in accordance with the school's Safeguarding, Child Protection and Early Help Policy.

### **Sex Education and the Right to Withdraw**

At our school, the Sex Education aspects of the curriculum are delivered as part of the Year 6 puberty education programme during the Autumn Term. This is a single lesson provided through the HH Kids within the Puberty Package and are carefully planned to be age-appropriate, inclusive, and sensitive to the physical and emotional maturity of children. Teaching is supported by the use of clear, child-friendly language and resources to help children develop an accurate understanding of the changes associated with growing up. Parents and carers will be informed in advance of this lesson and may discuss any questions or concerns with the school.

The Sex Education content taught in Year 6 focuses on:

- Conception and pregnancy, including an understanding of how a baby is conceived and born (see Appendix).

Prior to the delivery of the Year 6 puberty education programme, parents and carers will receive a letter outlining the content to be taught and the arrangements for delivery. This communication will clearly identify the lesson that includes the non-statutory Sex Education content and explain the process for requesting withdrawal from this element of the curriculum. Further details of the lesson content can be found in the Appendix.

In line with DfE guidance, we believe it is important to support children's physical, emotional and social development as they prepare for the transition to secondary school. This learning helps children to understand the changes they experience during puberty, develop positive attitudes towards relationships and their own wellbeing, and make informed, safe and healthy choices as they grow older.

Parents and carers have the right to request that their child be withdrawn from the non-statutory Sex Education element of the curriculum. Parents and carers **do not** have the right to withdraw their child from:

- Relationships Education
- Health Education (including puberty lessons)
- National Curriculum Science

Should you be considering such a step:

- First talk it through with your child's class teacher.
- After a discussion with the class teacher, if you still feel it is necessary to withdraw your child from this aspect of the curriculum a request should be made to the Headteacher.
- Where a child is withdrawn, suitable alternative learning linked to the wider PSHE curriculum will be provided.

We hope working in partnership with parents we hope they recognise the importance of this aspect of the child's education.

Further information regarding the right to withdraw is available in the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance and within this policy.

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## Working in Partnerships with Parents and Carers

We recognise that parents and carers are the primary educators of their children in matters relating to relationships, health and growing up. We are committed to working in partnership with families and maintaining open communication regarding curriculum content.

Parents and carers will be informed when Year 6 Sex Education is due to be taught and will receive information regarding lesson content and withdrawal procedures.

Parents and carers may request to view teaching materials, resources and curriculum plans by contacting the school office or the PSHE Lead. Some resources can also be found on the school's website.

## Safeguarding and Confidentiality

PSHE and RSHE form an important part of our safeguarding curriculum. Through planned learning, children's develop the knowledge and skills needed to recognise risk, seek support and stay safe. Teachers cannot offer unconditional confidentiality. Where information suggests that a child may be at risk of harm, staff will follow the school's safeguarding procedures and inform the Designated Safeguarding Lead. External visitors delivering sessions are informed of and expected to follow the school's safeguarding and confidentiality procedures.

## Assessment, Monitoring and Evaluation

Assessment in PSHE, Relationships, Sex and Health Education is used to identify pupils' existing knowledge and understanding, monitor progress and inform future planning. Assessment focuses on the development of knowledge, skills and attitudes and informs future teaching and support.

Assessment and monitoring may include:

- Pre- and post-learning assessments to identify children's starting points and measure progress over time.
- Ongoing formative assessment through questioning, discussion, pupil reflection and classroom activities.
- Opportunities for self-assessment and peer assessment where appropriate.
- Identification of pupils who may require additional support, intervention or pastoral provision.
- Pupil voice activities, including the use of the "I Wish My Teacher Knew" questionnaire, to identify emerging needs and support pupil wellbeing.
- Additional wellbeing screening tools, where appropriate, to help monitor children's emotional wellbeing and inform targeted support.
- Learning walks, planning scrutiny, work scrutiny and curriculum reviews.
- Staff feedback and pupil voice to evaluate the effectiveness and impact of the curriculum.

Information gathered through assessment and monitoring is used to inform curriculum development, support individual children and ensure continuous improvement in PSHE, Relationships, Sex and Health Education provision.

## Roles and Responsibilities

### **Parents and Carers:**

We recognise that parents and carers are the primary educators of their children in matters relating to relationships, health and growing up. The school is committed to working in partnership with families through open communication, consultation and the sharing of curriculum information and resources.

### **Governing Body:**

The Governing Body is responsible for:

- Approving and reviewing this policy.
- Ensuring the school fulfils its statutory duties relating to PSHE, Relationships Education, Sex Education and Health Education.
- Ensuring sufficient time and resources are allocated to support high-quality provision.

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**Headteacher:**

The Headteacher is responsible for:

- Ensuring the curriculum is delivered effectively and in line with statutory guidance.
- Supporting staff in the delivery of PSHE, Relationships Education, Sex Education and Health Education.
- Ensuring appropriate arrangements are in place for safeguarding, staff training and curriculum monitoring.

**PSHE Lead:**

The PSHE Lead is responsible for:

- Leading the development, implementation and review of the PSHE, Relationships, Sex and Health Education curriculum.
- Supporting staff with planning, delivery and assessment.
- Monitoring the quality and impact of provision.
- Keeping up to date with relevant guidance, legislation and best practice.
- Reporting on strengths and areas for development to senior leaders and governors where appropriate.

**Staff:**

All staff are responsible for:

- Delivering the curriculum in accordance with this policy.
- Creating a safe, inclusive and respectful learning environment.
- Responding appropriately to children's questions and concerns.
- Following the school's safeguarding procedures where concerns arise.
- Delivering learning in a balanced, age-appropriate and inclusive manner that reflects the needs of all pupils.

**Policy Development and Review**

This policy has been developed by the PSHE Lead in consultation with staff, governors, children and parents/carers. The Governing Body has approved this policy. The policy will be reviewed every two years, or sooner if required by changes to legislation, statutory guidance or the needs of the school community.

**Legislation and Guidance**

This policy is informed by:

- Relationships, Sex and Health Education Statutory Guidance (DfE, 2025)
- Children and Social Work Act 2017
- Education Act 1996
- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education
- Working Together to Safeguard Children

This policy should be read alongside the school's Safeguarding, Child Protection and Early Help Policy, Behaviour and Relationships Policy, Anti-Bullying Policy, SEND Policy and Equality Policy.

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