



'Aim High. Work Hard. Achieve Excellence'



P.S.H.E (Personal, Social and Health Education) **including R.S.E (Relationships, Sex and Health** **Education) Policy**

This policy has been written in accordance with the statutory guidance from the Department for Education issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information about how Carr Head Primary School will meet its legal duties (including the Equality Act 2010), with which schools must comply, when teaching Relationships, Sex and Health Education.

From September 2020, Relationships and Health Education became statutory in all schools across the UK and puts in place the building blocks needed for positive and safe relationships of all kinds. In July 2025, the DfE published revised statutory *Relationships, Sex and Health Education (RSHE)* guidance which will come into force on 1 September 2026.

1. Aims

At Carr Head Primary School, our Relationships, Sex and Health Education (R.S.H.E) curriculum aims to equip pupils with the knowledge, skills and values they need to live healthy, safe, fulfilled and responsible lives, both now and in the future.

Our R.S.H.E curriculum aims to:

1. Promote positive relationships
 - Develop pupils' understanding of healthy, respectful relationships.
 - Teach the importance of kindness, honesty, trust and empathy.
 - Help pupils recognise different types of families and caring relationships.
 - Support pupils to manage conflict and resolve disagreements constructively.
2. Safeguard and Protect Pupils
 - Ensure pupils understand personal boundaries and consent in an age-appropriate way.
 - Teach pupils how to recognise unsafe situations, including online risks.
 - Enable pupils to identify trusted adults and seek help when needed.
 - Develop knowledge of how to stay safe both online and offline.

3. Support Physical and Mental Wellbeing
 - Promote understanding of mental health and emotional literacy.
 - Teach strategies for managing feelings and building resilience.
 - Develop knowledge of healthy lifestyles, including exercise, diet and hygiene.
 - Prepare pupils for the physical and emotional changes of puberty.
4. Foster Respect and Inclusion
 - Promote respect for diversity and individual differences.
 - Ensure pupils understand the importance of equality and dignity.
 - Encourage appreciation of different backgrounds, cultures, and family structures.
 - Challenge stereotypes and discriminatory behaviour.
5. Prepare Pupils for the Future
 - Provide age-appropriate understanding of how relationships may change over time.
 - Support pupils in developing independence and responsibility.
 - Encourage critical thinking about media and online influences.
 - Equip pupils with skills to make informed, safe and healthy choices.
6. Work in Partnership with Parents and Carers
 - Recognise that parents are the first educators of their children.
 - Communicate clearly about curriculum content.
 - Support parents in continuing conversations about relationships and health at home.

2. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers, and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to share views about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their R.S.H.E.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

3. Definition

R.S.H.E is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

R.S.H.E involves a combination of sharing information and exploring issues and values.

R.S.H.E is not about the promotion of sexual activity.

3. Curriculum

Our P.S.H.E / R.S.E curriculum is set out on our school website, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, please see our school website.

4. Delivery of P.S.H.E / R.S.E

Relationships Education is compulsory for all primary pupils in England. It focuses on teaching children the knowledge and skills needed to form healthy, respectful relationships and to understand different types of relationships in their lives.

Parents cannot withdraw their children from Relationships Education.

A well-taught P.S.H.E / R.S.E curriculum prepares children to be safe, healthy and happy, and supports a personal development culture by 'teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults' (DFE, 2019).

For primary pupils, Relationships Education includes:

1. Families and people who care for me
2. Caring friendships
3. Respectful, kind relationships

4. Online safety and awareness
5. Being safe

Physical Health and Mental Wellbeing Education is teaching the characteristics of good health and mental wellbeing. It should allow children to recognise what is normal, what is an issue, and how to seek help and support if needed. This includes:

1. General wellbeing
2. Wellbeing online
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol, tobacco and vaping
6. Health protection and prevention
7. Personal safety
8. Basic first aid
9. Developing bodies

Parents cannot withdraw their children from Health Education.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Sex Education is not compulsory in primary schools. Parents have a legal right to withdraw their child from any non-statutory Sex Education lessons. It should be noted that teaching about puberty is part of Health Education, not Sex Education. Teaching about how a baby is conceived may fall under Sex Education if taught beyond basic science curriculum requirements. At Carr Head Primary School, we will not teach Sex Education beyond basic science curriculum requirements.

P.S.H.E (Personal, Social, Health and Economic Education)

P.S.H.E is a broader subject that includes Relationships Education and Health Education.

P.S.H.E is not fully statutory as a subject in primary school, but:

- Relationships Education and Health Education are statutory elements within P.S.H.E.

- Schools are expected to provide a broad, balanced curriculum that supports pupils' personal development.

P.S.H.E typically includes:

- Relationships Education (statutory)
- Health Education (statutory)
- Economic wellbeing (e.g. money, financial literacy)
- Citizenship and personal development
- Safety education

At Carr Head Primary School, P.S.H.E is the umbrella subject through which Relationships and Health Education are delivered.

Teaching Approach

At Carr Head Primary School, P.S.H.E (including R.S.E) is delivered through a structured progressive curriculum that supports pupils' personal development, wellbeing and safety. Staff are supported to teach the subject confidently, sensitively and inclusively.

Creating a Safe and Supportive Learning Environment

Staff:

- Establish clear ground rules (e.g. respect, no personal questions, right to pass).
- Use agreed class charters to promote safe discussion.
- Make clear the boundaries of confidentiality and safeguarding duties.
- Ensure teaching is sensitive to the age, maturity and needs of pupils.

Creating a safe environment is essential to enable pupils to ask questions and engage meaningfully.

Using Age-Appropriate and Inclusive Approaches

Staff ensure that:

- Content is developmentally appropriate and builds progressively across year groups.
- Teaching reflects the diversity of families, cultures and communities.
- Stereotypes and discriminatory language are challenged.
- All pupils feel represented and respected.

SEND: Lessons are adapted to meet the needs of SEND pupils and those with additional vulnerabilities.

Teaching Methods and Pedagogy

P.S.H.E is taught using interactive and reflective methods, including:

- Circle time and structured discussion
- Scenario-based learning
- Role play
- Problem solving activities
- Use of high-quality, evidence-based resources
- Stories, case studies and age-appropriate media

Staff use open-ended questioning to encourage critical thinking and reflection.

Handling Questions Safely and Appropriately

Staff:

- Encourage pupils to ask questions.
- Use question boxes where appropriate.
- Answer questions honestly, factually and in an age-appropriate way.
- Defer questions if necessary and follow up appropriately.
- Follow school safeguarding procedures where a disclosure is made.

If a question falls outside the agreed curriculum or is inappropriate for the age group, staff explain this sensitively and redirect learning.

Safeguarding and Professional Boundaries

All staff understand that:

- Safeguarding is central to P.S.H.E delivery.
- Any disclosures are reported in line with the school's safeguarding policy.
- They must not promise confidentiality.
- Teaching must remain factual and non-judgemental.

Staff receive regular safeguarding and R.S.H.E updates.

Staff Training and Support

The school ensures that:

- Staff receive appropriate training in delivering P.S.H.E including R.S.E.
- Curriculum guidance and planning materials are provided.
- Staff are supported in managing sensitive topics confidently.
- Leaders monitor consistency and quality of delivery.

Subject leaders review planning, observe lessons where appropriate, and gather pupil voice to inform improvement.

Assessment and Reflection

Assessment in P.S.H.E focuses on:

- Pupil understanding
- Skill development
- Attitudes and values

Assessment methods may include:

- Discussion and reflection
- Pupil self-assessment
- Scenario responses
- Informal teacher assessment

P.S.H.E. is not assessed through formal testing.

Partnership with Parents and Carers

Staff:

- Communicate curriculum content clearly.
- Inform parents in advance of puberty or sex education (if taught) lessons.
- Provide opportunities for parental consultation.
- Respect parental rights regarding withdrawal from non-statutory sex education.

SUMMARY

Effective P.S.H.E (including R.S.E) teaching at Carr Head Primary School is:

- Safe
- Inclusive
- Age-appropriate
- Interactive
- Safeguarding-focused
- Supported by trained staff
- Delivered in partnership with families

5. Inclusivity

Guidance supports recognising diverse families and promotes respect for differences while teaching within the law.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- o Safe and supported

- o Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - o A whole-class setting
 - o Small groups or targeted sessions
 - o 1-to-1 discussions
 - o Digital formats
- Give careful consideration to the level of differentiation needed.

6. Use of resources

We will consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about R.S.E is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Share all external materials with parents and carers.

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the P.S.H.E / R.S.E policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that P.S.H.E / R.S.E is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of R.S.E.

8.3 Staff

Staff are responsible for:

- Delivering P.S.H.E including R.S.E in a sensitive way
- Modelling positive attitudes to P.S.H.E / R.S.E
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of R.S.E

Staff do not have the right to opt out of teaching R.S.E. Staff who have concerns about teaching R.S.E are encouraged to discuss this with the headteacher.

Staff who are responsible for teaching R.S.E are the teachers and support staff.

8.4 Pupils

Pupils are expected to engage fully in P.S.H.E / R.S.E and, when discussing issues related to R.S.E, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within R.S.E.

Requests for withdrawal should be put in writing and addressed to the headteacher.

10. Training

Staff are trained on the delivery of P.S.H.E / R.S.E as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching R.S.E.

11. Monitoring arrangements

The delivery of P.S.H.E / R.S.E is monitored by the Subject lead through:

- Pupil / Parent/ Staff Voice
- Curriculum monitoring
- Book looks
- Lesson observations
- Team teaching
- Phase Meetings/ Staff meetings
- Staff questionnaire
- Training

Pupils' development in P.S.H.E / R.S.E is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by P.S.H.E Lead and Curriculum Lead annually. At every review, the policy will be approved by the Headteacher and the school's governing body.