White Mere Community Primary School

PSHE and RSHE Policy

Policy Name:	PSHE and RSHE Policy
Responsible Committee:	Curriculum and Standards
Staff responsible:	PSHE curriculum lead
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Date Proposed to Governing Body:	30/06/26
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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 (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 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 Oak National Academy.

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 2026 onwards

PSHE within EYFS is non-statutory. At present we use a blend of Dimensions Curriculum, Oak National Academy and stories to deliver our curriculum and address contextual personal, social and emotional development.

In Key Stages 1 and 2 online safety is taught as part of our Computing curriculum and a regular part of daily school life.

Key Stage 1 coverage

Year 1		
Thread	**Unit summary**	**Term**
Wellbeing	1. Emotions: How do I feel today?	Autumn 1
Communities	2. Who am I? Who are you?	Autumn 1
Relationships	3. Healthy relationships: Who's in my family?	Autumn 2
	4. Healthy relationships: What makes a good friend?	Autumn 2
	5. Power in relationships: When do I feel safe?	Spring 1
Online safety	6. Media influence: How do I decide what to do online?	
	7. Our online lives: What should I do if I don't feel safe online?	
Wellbeing	8. Physical Health: How can I look after my body?	Summer 1
	9. Staying safe & healthy: How can I look after my body?	Summer 2

Year 2		
Thread	**Unit summary**	**Term**
Wellbeing	1. Emotions: What helps me to be happy?	Autumn 1
Communities	2. Who is in my community?	Autumn 1&2
Relationships	3. Healthy relationships: What does a family look like?	Autumn 2
	10. Healthy relationships: How can we stop bullying?	Spring 1
	4. Power in relationships: Should I keep secrets?	Spring 1
Online safety	5. Media influence: Is everything I see online true?	
	6. Our online lives: Who should I talk to online?	
Wellbeing	7. Physical Health: How do I eat a balanced diet?	Spring 1 & 2
	8. Risky substances: How do I stay safe at home?	Summer 1
	9. Physical Health: How can I take responsibility for my health?	Summer 2

Key Stage 2 coverage

Year 3		
Thread	**Unit summary**	**Term**
Wellbeing	1. Emotions: How can I manage my emotions?	Autumn 1
Communities	2. What does it mean to be British?	Autumn 1&2
Relationships	3. Healthy relationships: How can I help my family?	Spring 1
	4. Healthy relationships: Are friendships ever perfect?	Spring 1
	5. Power in relationships: Who does my body belong to?	Spring 2
Online safety	6. Media influence: How do I keep myself safe online?	
	7. Our online lives: How can I be kind and happy online?	
Wellbeing	8. Physical Health: How can I get active and eat well every day?	Summer 1
	9. Staying safe and healthy: How can I stay safe while out and about?	Summer 2

Year 4		
Thread	**Unit summary**	**Term**
Wellbeing	1. Emotions: How can we add to our emotions toolkit?	Autumn 1
Communities	2. How are we all different?	Autumn 1&2
Relationships	3. Healthy relationships: Do all families look the same?	Autumn 2
	4. Healthy relationships: Are all friends the same?	Spring 1
	5. Power in relationships: What does a healthy relationship feel like?	Spring 1
Online safety	6. Media influence: What is fake news?	
	7. Our online lives: How do I decide who to trust online?	
Wellbeing	8. Physical health: What makes a balanced lifestyle?	Summer 1
	9. Staying safe & healthy: How do I avoid getting ill?	Summer 1
Growing Up	10. Puberty: How will I change as I grow up?	Summer 2

Year 5		
Thread	**Unit summary**	**Term**
Wellbeing	1. Emotions: How can we manage challenges?	Autumn 1
Communities	2. How can we ensure fairness and respect for women and girls?	Autumn 1&2
Relationships	3. Healthy relationships: Is there such a thing as a perfect family?	Autumn 2
	4. Healthy relationships: How can I be a great friend?	Spring 1
	5. Power in relationships: How do I get help if I don't feel safe	
Online safety	6. Media influence: Who decides what I experience in the online world?	
	7. Our online lives: How do I thrive online?	
Wellbeing	8. Physical Health: Is it hard to be healthy?	Spring 1 & 2
	9. Risky substances: Why do people get addicted?	Spring 2
	10. Staying safe & healthy: How can I avoid harm?	Summer 1
Year 6		

Thread	Unit summary	Term
Wellbeing	1. Emotions: How can we manage our emotions through periods of change?	Autumn 1
Communities	2. How can we show respect to people of different races and cultures?	Autumn 1&2
Relationships	3. Healthy relationships: How can we live in harmony?	Autumn 2
	4. Healthy relationships: How can we have healthy boundaries?	Spring 1
	5. Power in relationships: What are my boundaries	Spring 1
Online safety	6. Media influence: How do I decide what is true online?	
	7. Our online lives: What should I share online?	
Wellbeing	8. Physical Health: How do I plan a healthy week?	Spring 1 & 2
	9. Risky substances: Why do people use alcohol and drugs?	Summer 1
	10. Staying safe & healthy: How can I save a life?	Summer 2
Growing Up	11. Puberty: What happens during adolescence?	Summer 2

Coverage of threads will be mapped out on year group long term curriculum plans and not necessary covered in numerical order as detailed above. Opportunities to align content within the threads to cross-curricular areas will be used in addition to complimenting assemblies and national and international focus days and weeks (such as anti-bullying).

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. At present we **do not deliver any sex education elements of PSHE** so there is no part of the curriculum that parents are able to opt out of. Should this change, parents will be fully informed and this will move through the consultation process and quality assurance involving governors.

The thread covering changes associated with puberty within the Oak Academy curriculum is called 'Growing up.' There are 2 units of this thread as detailed below:

Year 4	Lessons in unit	Why this, why now?
Unit 10 Puberty: How will I change as I grow up Taught during the summer term	How we change during puberty	At Year 4, pupils may begin to experience puberty changes, which can start as early as eight years old. Building on previous understanding of bodies and emotions, this unit provides essential information about physical and emotional changes. This is particularly timely, as early preparation reduces anxiety and promotes a positive body image. By learning these concepts now, pupils develop a healthy perspective on development, understand that puberty is normal and natural and feel prepared about changes ahead, essential for their wellbeing during this transitional period.
	Menstruation	
	Staying clean during puberty	
Year 6	**Lessons in unit**	**Why this, why now?**
Unit 11 Puberty: What happens during adolescence? Taught during the summer term	Physical changes during puberty	At Year 6, pupils are approaching or beginning puberty, which can start as early as age 8. Building on Year 4's understanding of bodies and menstruation, this unit prepares them for the physical and emotional changes that occur before secondary school. This is timely as early preparation reduces anxiety and promotes positive body image. By learning these concepts now, pupils develop a healthy understanding of development, know that puberty is normal and natural, feel prepared for changes and understand where to seek support.
	Male and female changes during puberty	
	Emotional changes during puberty	

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 4 and reinforced in Year 6. **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 and 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 and 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.

The RSHE curriculum resources that we use are available online and school will, upon request, send to parents the links to the teaching resources that have been requested.

If RSHE materials are sent home for parents and 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 and carers when developing this policy by providing a digital forum via email to review policy changes and updates, submit questions and comments and have the opportunity to meet with senior leaders. The school gives serious consideration to any comments from parents and 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 and 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 for Learning Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- SEND Policy
- Visitor Policy
- Teaching and learning 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 to enhance our PSHE programme:

- Dimensions Curriculum
- Life Lessons (curriculum partner of Oak National Academy)
- Gateshead Council
- Northumbria Police Prevention through Education
- NSPCC
- Pol-Ed
- Purple Mash
- Saferinternet.org.uk
- Show Racism the Red Card
- The National College
- Tyne and Wear Fire and Rescue Service: SafetyWorks!

Parents and 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 and Standards 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 as follows:

- learning walks including observations
- collecting pupil voice
- pupil's work

How PSHE is organised in school

Who is responsible for delivery?
All teaching staff are responsible for the delivery of PSHE across school. Senior leaders, such as the headteacher, deputy headteacher and SENCO also deliver additional content through assemblies and themed weeks such as safer internet day and anti-bullying.

Who is responsible for monitoring, evaluation and subject leadership?
The PSHE curriculum lead is responsible and works in partnership with senior leaders to evaluate the impact of the curriculum.

How is it timetabled?
PSHE is taught as discreet lessons usually weekly.

How is pupil progress assessed and reported on?
Subject leaders collate feedback for school staff and senior leaders. This is also communicated to governors. Pupil progress is reported face to face termly in autumn and spring and in writing in the summer term.

How is staff CPD kept up to date?
Subject leader pedagogy via curriculum networks, CPD opportunities and LA updates. Wider staff receive a tailored CPD programme to support them to deliver the PSHE curriculum with fidelity and consistency across the entire school.

Are you an affiliate of Gateshead Health and Wellbeing Service?

Yes we are. We engage with this service via termly network meetings, CPD opportunities, celebration events for pupils and initiates.

Meeting the needs of all pupils

We are driven by the needs of our pupils so they have been involved in shaping the PSHE programme and policy. We have gathered thoughts from the pupils through:

- class discussions
- a pupil focus group consisting of a range of children from across the age ranges and varying contexts such as pupils from disadvantaged backgrounds and those with SEND
- an open and anonymous survey

Pupils with additional needs always access adaptive provision. This is especially true of those pupils with SEND. As with all subjects in school, pupils with additional needs access the following as part of the universal offer of quality first teaching and specific support for those with identified SEND requirements:

- pre-teaching of concepts ahead of lesson delivery
- adaptive and differentiated teaching
- accessible vocabulary
- use of visuals
- longer lessons separated into shorter sessions to avoid exhausting working memory capacity
- small group or one to one support
- revisiting lessons to summarise and clarify the main learning points
- additional materials offered for further processing at home

We work in partnership with local healthcare professionals such as the 0-19 school nurse service and take part in local and national initiatives such as oral health, optional seasonal vaccination roll out and the national child measurement programme. We also use contextual data acquired from our own school through Gateshead Council's Public Health Team in collaboration with The Schools Health Education Unit (SHEU) to recognise trends and gaps within our pupils' health needs, understanding and habits. An in-house version of this survey is also used annually with our Year 5 pupils to benchmark health and wellbeing of the pupils and plot the direction of travel that the curriculum must follow. From a mental health and wellbeing stance, we complete termly audits using our WISE Tracker (Wellbeing In School for Everyone). Our mental health lead collates and analyses this data collection and supports colleagues to adapt whole class or individual provision as required. Individual pupils identified as being at risk of fragile or concerning mental health and wellbeing are directed towards enhanced and professional support pathways in consultation with our SENDCo and local authority services.

Disclosures in PSHE and 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.

Some ways in which this is secured:

- PSHE Ground Rules
- question boxes
- post-it note 'parking lots'
- bee Happy post-boxes

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

This policy is reviewed annually.