



PSHE & Relationships, Sex and Health Education (RSE / RSHE) Policy

1. Vision & Rationale

- We believe that PSHE (Personal, Social, Health and Economic) education, including Relationships and Health (and where appropriate RSE), is central to children's personal development, wellbeing and ability to form healthy relationships.
- In EYFS, PSHE skills are developed through the *Personal, Social and Emotional Development (PSED)* area of learning; our policy ensures continuity into Key Stage 1.
- We follow the Twinkl Life / Twinkl-aligned PSHE planning, and ensure our curriculum is in line with statutory relationships education and health education guidance.
- Our approach is inclusive, age-appropriate, sensitive, and responsive to children's needs, backgrounds and family values.

2. Aims

Our PSHE & RSE programme aims to help pupils to:

- Develop self-awareness, confidence, and a sense of responsibility for themselves and others.
- Understand healthy relationships with peers, family, and other communities.
- Acquire the vocabulary and knowledge to talk about feelings, bodies, boundaries, and asking for help.
- Learn how to keep healthy (physically, mentally, emotionally) and safe (online, physically, emotionally).
- Build skills like empathy, respect, communication, and conflict resolution.
- Understand the diversity of families and relationships in modern society.

3. Statutory Requirements & Parental Rights

- In primary schools, **Relationships Education** and **Health Education** are statutory. RSE (sex education) is *not* required in KS1 but may be included in an age-appropriate way if the school chooses.
- Parents may request withdrawal of their child from any non-statutory sex education lessons (if offered), and the school must provide alternative activities.

4. Scope: What We Teach in EYFS & KS1

EYFS

- Core skills of turn-taking, sharing, managing feelings and behaviour, empathy, forming friendships, and understanding boundaries (physical & emotional).
- Vocabulary of feelings (happy, sad, angry, scared) and simple strategies for regulating emotions.
- Understanding everyday health, hygiene, self-care, and safety.
- The idea of "my body is mine," safe touch / unsafe touch in very simple terms, and naming trusted adults.
- Developing communication, respect, and inclusive play with peers.

KS1 (Years 1 & 2)

Following Twinkl Life / Twinkl-aligned PSHE planning, and meeting the statutory requirements for Relationships Education and Health Education:

Relationships & RSE (age-appropriate):

- What makes a good friend: kindness, trust, respect, sharing, resolving conflict.
- Recognising different family structures and that all families are valid.
- Personal boundaries, privacy, appropriate/inappropriate touch, consent (in simple language).
- Identifying trusted adults, and what to do if something makes them feel unsafe.
- Online relationships: recognising that people online aren't always who they say they are, how to act respectfully online, reporting concerns.

Health & Wellbeing:

- Naming, recognising and managing basic emotions; strategies for mental wellbeing (play, talk, rest).
- Healthy lifestyles: hygiene, sleep, exercise, nutrition, oral health.
- Safety: road safety, fire safety, water safety, basic first aid, recognising hazards.
- Distinguishing between helpful substances (medicines) and harmful ones (smoking, alcohol) at a basic level.
- Understanding growth, change, and introducing the concept of bodies (in simple, appropriate terms).

Living in the Wider World (foundation articles in PSHE planning):

- Community and belonging, roles people play in community (e.g. family, school helpers).
- Rules and responsibilities: classroom rules, fairness, rights and respect for others.
- Basic economic understanding: money, needs vs wants (optional in KS1).

5. Teaching & Learning Approach

- We use a *spiral curriculum* approach: topics are revisited with increasing depth and complexity as children progress.
- A variety of pedagogical strategies: storytelling, role play, puppets, circle time, games, discussion, drawing, and problem-solving tasks.
- Ground rules (class norms) are established at the start of lessons to ensure respect, listening, confidentiality, and safe space for questions.
- Correct vocabulary is modelled and used consistently (e.g. "parent," "body parts," "feelings").
- Activities are differentiated to meet pupils' needs, including those with SEND or language difficulties.
- External visitors (e.g. health professionals) may be used, but only after vetting content, aligning with school policy and communicating with parents.

6. Assessment & Monitoring

- Ongoing formative assessment through observation, discussions, pupil reflections, and teacher notes.
- Use of a PSHE progression grid / skills tracking (for example, Twinkl's progression documents) to map what children know, understand, and can do.
- At key points (end of units or half-term), children may complete simple self-assessment (e.g. thumbs up/ thumbs down, traffic light).
- The PSHE / RSE lead will monitor planning, delivery, and pupil outcomes; conduct learning walks / lesson observations; review children's progress against the progression grid.

7. Safeguarding & Sensitive Issues

- Teachers are trained to handle sensitive questions and disclosures appropriately.
- If a child makes a disclosure, the usual safeguarding policy is followed.
- Teachers may choose to "park" difficult or out-of-scope questions (e.g. about sexual activity) and revisit them at an appropriate level or refer them to parents / senior staff.
- All resources are reviewed for age-appropriateness, bias, and safety.
- The policy on behaviour, equality, anti-bullying, and safeguarding works in tandem with this PSHE & RSE policy.

8. Roles & Responsibilities

- **Governors / Trust Board:** approve the PSHE & RSE policy, monitor its implementation, ensure parental engagement.
- **Headteacher / Leadership Team:** ensure adequate resourcing, staffing, training, and oversight.
- **PSHE / RSE Lead:** oversee curriculum planning, progression mapping, staff training, monitoring, and review.
- **Teachers / Practitioners:** deliver lessons sensitively and inclusively, follow the policy, and respond to pupils' needs.
- **Parents / Carers:** informed of curriculum, able to view materials, support at home, and raise concerns or questions.

9. Parental / Carer Engagement

- Before sensitive or new units, parents/carers will be informed (via newsletters, meetings, curriculum overviews) about content and aims.
- A “representative sample” of resources will be made available for parents to view, as legally required under new guidance.
- Offer parent information sessions or Q&A about RSE and PSHE, and provide guidance on how topics may be discussed at home.
- Handle requests for withdrawal (if any) in line with school policy and statutory guidance.

10. Policy Review & Amendments

- This policy will be reviewed every 1–2 years, or sooner if changes in statutory guidance occur (e.g. the updated RSHE guidance from 2025/2026).
- Feedback from pupils, staff, and parents will be sought to inform improvements.
- Any modifications will be approved by the governing body / trustees and communicated clearly to all stakeholders.

Policy written: September 2025