Inspiring Children to Become Independent and Responsible Thinkers Since the 1850's

Almeley Primary School and Little Elms Nursery

Personal Social Heath Economic Education (PSHE) and Relationships and Sex and Health Education Education (RSHE) Policy

This Policy was produced by Jo Keeble in consultation with the school community and Governors of Almeley Primary School and Little Elms Nursery.

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Chair of Governors: Mr David Willis

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Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 and 2025).* This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.
- Sex education is not compulsory in primary schools, but:

➢ The new curriculum for relationships education and health education does include content on developing bodies.
➢ The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

The following policies are also relevant to this PSHE/RSHE:

Add the names of your school's other relevant policies such as:

- Safeguarding
- Anti-bullying
- E-Safety
- SEND Policy
- Relationships and behaviour policy
- Science Policy
- Spiritual, moral, social and cultural development

Introduction

Rationale and Ethos

We aim to educate our children to the highest possible standard in an inclusive school that is rooted in our local community and values and which celebrates their diverse backgrounds and talents.

At Almeley Primary School and Nursery personal, social, health and economic education (PSHE) and Relationships, education, Relationships and Sex Education and Health Education (RSHE) is an embedded part of our broad, balanced curriculum. It is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. As part of our whole school approach, PSHE and RSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our PSHE and RSHE programme can tackle barriers to learning and raise aspirations for our pupils. Our programme aims to assist children and young people prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

Our Vision and Aims

Our vision is to be a place of great love and great learning, built upon our values, (respect, kindness, honesty, resilience, tolerance, patience, belonging, responsibility, creativity, integrity and co-operation), where everyone thrives on encouragement, support and challenge in a stimulating and nurturing environment.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health & Economic (PSHE) & Relationship, Sex and Health Education (RSHE) through the 'Kapow' scheme of work and deliver up to date, accurate, relevant and age-appropriate information to pupils. This will ensure that our children will achieve their full potential and leave our school prepared for the demands of society in their future. Relationships education is defined as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of healthy relationships, relationships online and the emotional, social and physical aspects of growing up.

We aim to teach children about PSHE and RSHE in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum of both content and skills, which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the RSHE strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

Teachers make PSHE and RSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/ small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities.

Legislation

Legislation and guidance documents that inform our school's RSE policy include:
- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

What is PSHE and RSHE Education?

From September 2020, 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 and Health education **compulsory** for all pupils receiving primary education. This guidance has since been updated in July 2025 for implementation in September 2026. The DfE statutory guidance can be found here: Relationships Education Relationships and Sex Education RSE and Health Education. Relationship and Health

Education involves learning about the many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online, being safe, and the emotional, social and physical aspects of growing up. Health and Wellbeing Education includes basic first aid, mental wellbeing, physical health and fitness, hygiene, personal safety, healthy lifestyle, and developing bodies.

At Almeley Primary School and Nursery we believe that **RSHE** equips our children with the understanding, knowledge and skills they will need to succeed and thrive. We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We consider effective **Relationships Education** and **RSE** to be a vital part of the school approach to effective safeguarding. We believe **Relationships Education** and **RSE** are important for our pupils and our school because they help to keep everyone safe, happy and healthy. At an appropriate age for our pupils, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships.

Any non-statutory sex education content is clearly identified in our curriculum overview (see the school website for the most up to date yearly overview) Further information can be found in the 'right to withdraw' section of this policy.

Relationships Education and **RSE** are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We also believe that a complete **PSHE** curriculum is important to ensure that pupils have a well-rounded and rich curriculum, which covers a range of life skills and social education, despite not being a statutory requirement. This part of the curriculum involves learning about being part of a community, the role money plays in their lives, rights and responsibilities and caring for the environment.

How does our PSHE and RSHE curriculum help Almeley Primary School and Nursery fulfil its statutory duties?

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a 'balanced and broadly-based curriculum' which 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'*.

PSHE education makes a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (Children Act 2004) and community cohesion (Education Act 2006). Statutory guidance on Keeping Children Safe in Education, the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE…'*

The Equality Act 2010 also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE

education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

- Promote children and young people's wellbeing (defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.')*
- Promote community cohesion (Education and Inspections Act 2006; Education Act 2002).
- As a maintained school, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.
- The EYFS Statutory Guidance in relation to the legislation (The learning and development requirements are given legal force by an Order 2 made under section 39(1)(a) of the Childcare Act 2006 and The safeguarding and welfare requirements are given legal force by Regulations 3 made under section 39(1)(b) of the Childcare Act 2006); states every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

The Statutory Guidance areas of learning that specifically links to PHSE/RSHE are as follows:

- **Personal, Social and Emotional Development (PSED)**: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- **Physical Development:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

- **Understanding the World:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Roles and responsibilities

An effective programme of PHSE/RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

PSHE/RSE governor- Mr David Willis, Chair of Governors.
The governors have strategic oversight of the PSHE/RSHE policy and ensure the policy is implemented as intended.

Headteacher

The headteacher will be:

- Overseeing the development and delivery of PSHE/RSHE curriculum.
- Providing staff with the opportunity to contribute to the development of PSHE/RSHE.
- Providing information to the governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

The PSHE/RSHE leader will be:

- Leading the development and delivery of effective PSHE/RSHE.
- Keeping up-to-date with the development of PSHE/RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating PSHE/RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in PSHE/ RSHE.

All staff

- To understand and implement the policy of PSHE/RSHE.
- To teach PSHE/RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of PSHE/RSHE:

- RSHE is covered as part of a wider programme of PSHE education.
- Lessons are delivered weekly.
- Length of PSHE/RSHE lessons.

    - for EYFS (Reception) and KS1 – lessons are 45 minutes long;
    - for KS2 – lessons are 50 - 60 minutes long.
- Focus days, visits and visitors are used to enhance our PSHE/RSE programme.
- Cross-curricular learning is used to further embedded our PSHE/RSE curriculum and is identified on medium-term planning.
- Class teachers are confident and skilled to teach the PSHE/RSHE curriculum.
- Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions.
- During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters. In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson".

Teaching and learning

PSHE/RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing adapted learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the KAPOW scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the *Kapow Primary PSHE & RSE curriculum overview*.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for PSHE/RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

We strive to promote **equality** through all aspects of our Relationships teaching. As such, our curriculum promotes **tolerance and acceptance.** Just as we encourage Almeley Primary School and Nursery children to celebrate their many different talents, strengths and aspirations, we also aim to promote the celebration of diversity among cultures, traditions and religions. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act-2013'). This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. Ofsted also fully support the notion that children should be taught about different families and relationships that typify growing up in modern Britain.

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.

- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE/PSHE programme will meet the needs of all children and will be appropriate for their age and cognitive development, with adapted provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access it. Lessons will include content that will tackle discrimination and foster good relationships.

The importance of celebrating diversity within Relationships Education

Right to withdraw from sex education*

A parent or carer **cannot** legally withdraw their child from any aspect of the statutory relationship's education or health education.

A parent or carer **does** have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The suggested Kapow Primary lessons that are deemed to be sex education are:

Year 6- Sex Education- How do people become parents and carers?

The following process will be followed if a parent or carer wishes to withdraw their child from sex education:

- A letter will be sent to parents informing them about the sex education lessons.
- If parents wish to withdraw their child from sex education lessons, they must request this in writing to the headteacher.
- Parents/carers will be invited to a meeting with the headteacher to discuss the withdrawal. Meetings give an opportunity for the school and the parent/carer to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision on the withdrawal will be recorded on My Concern with a copy of the withdrawal letter and outcome of the meeting.
- If the child is withdrawn from the lesson they will join Year 5 during this lesson time.

Safeguarding

PSHE/RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

PSHE/RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

Outline the support available for children.

In school:

- Class teacher.
- ELSA Assistant
- Headteacher

External:

- CHAT team
- NSPCC
- School Nurse

Addition websites for use by teachers, pupils and parents where appropriate:

Healthy Eating/ Physical Activity
https://campaignresources.phe.gov.uk/schools
https://www.bbc.co.uk/teach/supermovers
https://www.nhs.uk/10-minute-shake-up/shake-ups
https://www.gonoodle.com/
https://www.youtube.com/watch?v=d3LPrhI0v-w Joe Wicks
https://www.nhs.uk/10-minute-shake-up/shake-ups
https://www.schoolwellbeing.co.uk/

SRE
http://www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/
http://www.sexeducationforum.org.uk
https://www.brook.org.uk/

Bullying/ Healthy Relationships
http://www.bullying.co.uk/
https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/
https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/
http://thehideout.org.uk/young-people/adults-young-people-and-domestic-abuse/resources/educational-toolkit /
https://www.ceop.police.uk/safety-centre/
https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/

Emotional Health
https://www.mentallyhealthyschools.org.uk/
https://www.annafreud.org/what-we-do/anna-freud-learning-network/
https://www.minded.org.uk/
https://childline.org.uk/
http://www.youngminds.org.uk/
https://www.childline.org.uk/
https://www.place2be.org.uk/
https://www.mentalhealth.org.uk/
https://mindedforfamilies.org.uk/young-people/
https://www.childrenssociety.org.uk/back-to-school/childrens-well-being-and-mental-health
https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/ https://www.schoolwellbeing.co.uk/
http://www.childhoodbereavementnetwork.org.uk/

Financial Education
https://www.pfeg.org/
https://www.young-enterprise.org.uk/

Citizenship/Inclusion
http://www.gogivers.org/
http://www.citizenshipfoundation.org.uk/main/page.php?427
https://www.diversityrolemodels.org/
https://www.stonewall.org.uk/
https://www.un.org/sustainabledevelopment/student-resources/

Democracy
http://www.parliament.uk/education/

Internet Safety
https://www.ceopeducation.co.uk/
https://www.saferinternet.org.uk/
https://www.nspcc.org.uk/keeping-children-safe/online-safety/
http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/
https://www.internetmatters.org/

Minfulness/Yoga

https://www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/
https://www.headspace.com/
https://www.cosmickids.com/five-fun-breathing-practices-for-kids/
https://www.youtube.com/watch?v=Td6zFtZPkJ4&feature=youtu.be Yoga with Adriene
https://copingskillsforkids.com/deep-breathing-exercises-for-kids
https://www.youtube.com/watch?v=bRkILioT_NA&feature=youtu.be
https://www.calm.com/

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating PSHE/RSHE in line with other subjects.

For example:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy and parental partnerships

Our school values transparency and partnership with parents and carers in delivering high-quality PSHE and RSHE. In line with statutory guidance, we will:

Provide access to RSHE/PSHE curriculum materials

- Parents and carers may request to view materials used in lessons, including those from external providers.

Offer multiple ways to view resources

- Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.
- Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.
- Click on the link to find out more information in the Parent Zone of the KAPOW website RSE & PSHE Parent Information | Kapow Primary

Engage parents proactively

- We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
- Parents are informed of any significant changes to R(S)HE content and invited to share feedback.

Safeguarding and copyright considerations

- While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.
- All sharing of materials complies with safeguarding and data protection policies.

This PSHE/ RSHE policy will be available to read on and downloaded from the school website and copies can be requested from the school office.