

PSHE & RSE Policy

Pearl Hyde Primary School



Approved by: Claire Denton

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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school:

Education that does not mould character is absolutely worthless - Mahatma Gandhi.'

At Pearl Hyde, PSHE is an essential part of our broad and balanced curriculum; it is a subject that is woven through everything that we do in school.

Through our PSHE curriculum, children will acquire the knowledge, understanding and skills they need to keep themselves healthy and safe and to prepare them for life in a diverse society now and in the future. As part of our whole school approach, our PSHE curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Underpinned by our school values, our PSHE curriculum supports children to live the 'Pearl Hyde Way' – providing the children with opportunities to develop perseverance, excellence, acceptance, respect and leadership. Our programme aims to assist children and young people to 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.

In addition, our PSHE curriculum covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education. It also covers wider PSHE learning, in line with the requirement of the National curriculum (2014) that schools 'should make provision for personal, social, health and economic education (PSHE).' Our curriculum also endeavours to promote the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance and individual liberty.

Finally, our PSHE curriculum ensures that children are taught about safeguarding, including online safety. Our broad and balanced curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others. This prepares pupils for the challenges and responsibilities they will face in the future.

2. Policy development and review

As part of the statutory requirements for PSHE and Relationships Education, all primary schools must have in place a written policy for PSHE and Relationships Education and/or Relationships and Sex Education (RSE) where additional non-statutory sex education is taught. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy has been developed in consultation with school staff, pupils and parents/carers to ensure it is appropriate, inclusive and responsive to the needs of our school community. The development process involved staff discussions, pupil voice activities and opportunities for parental consultation, including the sharing of draft policy content and the invitation for feedback. In line with statutory expectations, the school proactively engages and consults parents when developing and reviewing this policy, ensuring that parents understand that effective Relationships, Sex and Health Education (RSHE) plays a vital role in promoting and protecting the wellbeing of all children. In our school, we fully embrace this approach by maintaining open communication with parents and providing clear information about what is taught and why.

This policy aims to provide guidance and information on all aspects of PSHE and Relationships and Sex Education (RSE) for staff, parents/carers, governors and other stakeholders. This policy was reviewed and updated by the PSHE Lead and Senior Leadership Team and approved by the Governing Body on [date]. The policy is available on the school website, and copies can also be made available on request from the school office.

3. Statutory requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. 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 statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

At our school, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements. As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

This policy reflects the DfE's guiding principles for Relationships, Sex and Health Education (2025), including proactive engagement with parents, responsiveness to pupil needs, safeguarding, inclusivity and positive, age-appropriate teaching.

4. Content and delivery

4.1 What we teach

Our PSHE & Relationships & Sex Education (RSE) curriculum and policy have been developed in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The PSHE & RSE subject lead is responsible for overseeing and organising the PSHE & RSE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

Through the chosen curriculum, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

PSHE & RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At Pearl Hyde, we use the Kapow Primary PSHE & RSE scheme of work as the basis for our provision.

We follow a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, Social and Emotional Development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing Self

Key stage 1 and 2:

- Families and relationships
Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.
- Health and wellbeing
Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

- **Safety and the changing body**
Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,
- **Citizenship**
Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.
- **Economic wellbeing**
Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

For further detail of what is taught in each Key Stage in PSHE, including health education and RSE, see the attached curriculum road map (Appendix 1).

4.2 How we teach it

Reception

In Reception, PSED (Personal, Social and Emotional Development) is a prime area of learning, therefore an integral part of teaching and learning. Planning for these areas reflect the interests of the children and the unique needs of the school but is supplemented by the Kapow PSHE Schemes of Learning. Children take part in circle time and discuss topics and themes that are at their level. PSED is a fundamental building block in a child's development and underpins the whole of the Reception curriculum.

Years 1 - 6

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. Our curriculum content has been organised into a two-year cycle, due to mixed-age teaching at Pearl Hyde. All lessons can be adapted to stretch the most able learners and give additional support to those who need it. In some areas, though, we feel that it is important that pupils have the opportunity to develop their understanding each year, rather than once in a two-year period, so these lessons have clear guidance, activities, differentiation and assessment information for each year group. In these instances, teachers teach the same lesson each year, but pupils will have a different experience in the lesson depending on whether they are the younger or older cohort. This means that even with a two-year cycle, we know that our pupils are progressing year-on-year as they develop in emotional maturity.

The structured curriculum provides the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

Each lesson is based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages across all year groups, including how and where to access help and support if needed.

Pearl Hyde seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident and successful adults. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help sustain a safe environment where children can openly share their thoughts, opinions and ideas, and explore sensitive topics safely.

PSHE lessons will have a specific place on the timetable and each unit will be delivered over half a term, however some flexibility may be needed in certain academic years. In addition to these discreet lessons, the PSHE curriculum will be supplemented and enhanced by visiting speakers (such as dentists and experts from dog charities) and workshops (for example, the 'Star' programme run by West Mercia police, pedestrian training and NSPCC assemblies and workshops). Dedicated events such Children's Mental Health week, Road Safety Day, E-safety Day, Cyber-bullying week and British Values Week will serve to reinforce learning and raise awareness of specific issues. The role of parents and carers is also recognised within our curriculum, and there are increased opportunities for us, as a school, to include them in their children's learning.

4.3 Delivery of RSE

Our RSE curriculum is delivered predominantly by teachers or other staff within our school from Years 1 to 6 and forms part of our timetabled PSHE education programme.

We recognise that external visitors can add value to the teaching and delivery of RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE & PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.

- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During 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.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If pupils ask about sex education topics that are **not covered** in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

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.”***

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: ***“That question is about content your parent has asked us not to cover with you in school. Let’s make sure an adult follows this up with you safely.”***

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

5. Definition and aims of RSE

At Pearl Hyde, we believe that our pupils need to be educated in Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

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 define sex education as age-appropriate, carefully planned learning that supports children to understand how their bodies change as they grow, delivered in a sensitive and factual way that prioritises children's wellbeing, safety and development.

We consider effective RSE to be a vital part of the school approach to effective safeguarding. We believe RSE is important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The overarching aims of Relationships Education and Relationships & Sex Education (RSE) at our school are:

- **Equip children with the knowledge, skills and attitudes** they need to navigate the complexities of life confidently and safely, both now and in the future.
- **Enable pupils to develop healthy, respectful and positive relationships**, including friendships and family relationships, rooted in kindness, respect and empathy.
- **Support children to make informed choices** about their health, wellbeing, safety and personal boundaries, appropriate to their age and stage of development.
- **Promote personal development and wellbeing**, helping pupils to build resilience, self-esteem and a sense of self-worth.
- **Prepare pupils for the emotional and physical changes of growing up**, including puberty, in a sensitive, factual and age-appropriate way.
- **Encourage children to become confident individuals and responsible members of society**, who value diversity and demonstrate respect for others.
- **Meet statutory requirements for Relationships Education and Health Education**, while supporting safeguarding and contributing to a positive school culture where pupils feel safe and supported.

The aims of RSE in our setting link closely to our school values of respect and acceptance.

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 appendix). Further information can be found in the 'Working with parents' section of this policy.

RSE is 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 ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

6. Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by class teachers where necessary to ensure that all pupils can effectively access RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

7. Safeguarding and confidentiality

Confidentiality in Relationships & Sex Education (RSE) lessons is managed in line with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

8. Working with parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Pearl Hyde, we are committed to working closely with parents to ensure that we create the best possible Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards our RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we provide samples of materials during parent information events held in school, where appropriate. Parents who wish to view additional PSHE & RSE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our PSHE & RSE provision across the school.

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

1. Provide access to RSHE curriculum materials

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

2. 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.

3. Engage parents proactively

- We will hold a RSE Parent Information Workshop to explain the curriculum approach and answer questions.
- Parents are informed of any significant changes to RSE content and invited to share feedback.

4. 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 approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.

Parents are given opportunities to understand the purpose and context of RSE as part of our approach to pupils' personal development. We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum, and we provide opportunities to support this by sharing curriculum overviews and key information with parents/carers, offering information sessions or meetings when appropriate, signposting resources used in school, inviting questions and feedback, and maintaining open and respectful communication between home and school.

While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National curriculum for science.

Please refer to our programme overview document (Appendix 1), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies. Currently, these sessions are delivered in 2 lessons for Year 6 Pupils only.

Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE.

In line with current DfE statutory guidance, there is **no parental right of withdrawal** from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

We view the partnership between home and school as vital in providing context around the themes covered in RSE. We keep parents and carers informed by publishing an overview of the programme and this policy on the school website, and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

We acknowledge that parents and carers have an important role to play in RSE and should feel confident that the school's programme complements and supports their parenting role. We may choose to hold additional parent meetings or events to support parents' understanding of our approach and rationale.

We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should put their request in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. A meeting will then be arranged with PSHE & RSE Lead, Kelly Briggs and Headteacher, Claire Denton to discuss concerns and view relevant teaching resources. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson.

It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

9. Roles and responsibilities

9.1 The governing board will:

Approve the PSHE & RSE policy and hold the headteacher to account for its implementation based on statutory duties.

Ensure that governors are supportive of the school's policy, aims and objectives relating to RSE.

9.2 The headteacher will:

Oversee all aspects of this policy and ensure it is implemented and reviewed as required.

Work with the subject lead to support the implementation of this policy.

Ensure that Relationships Education/RSE is taught consistently across the school in line with this policy.

Manage the process for any parental requests to withdraw pupils from non-statutory sex education.

Ensure that all staff receive appropriate training relating to RSHE.

Ensure that all staff are aware of this policy and associated guidance.

Ensure that the school meets statutory requirements for RSE and Health Education.

Communicate with staff, parents and governors to ensure understanding of the school's PSHE & RSE curriculum and policy.

9.3 All staff will:

Teach Relationships Education/RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.

Model positive attitudes and behaviours.

Consult the subject lead if they have questions regarding provision.

Monitor pupil progress and provide feedback on delivery when requested.

Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.

Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive RSE.

Ensure that they are up to date with school policy and curriculum requirements around RSE.

Keep up to date with school policy and curriculum requirements.

Take part in training as required.

Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.

Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

9.4 Subject Lead will:

Oversee the day-to-day operation of the school's PSHE & RSE provision and policy.

Keep up to date with changes in legislation and best practice.

Support or organise training where necessary.

Liaise with relevant external agencies (for example, school nursing services or visitors).

Ensure appropriate resources and materials are available.

Develop, review, monitor and evaluate the delivery of PSHE & RSE.

Report to governors and senior leaders as requested.

9.5 Pupils will:

Take part fully in lessons.

Follow and contribute to agreed ground rules in lessons.

Behave appropriately and treat others with respect and sensitivity.

Talk to teachers or other school staff if they have worries or concerns.

Support the creation of positive and inclusive RSE lessons.

9.6 Parents will:

Share responsibility for supporting their child's RSE learning and wider personal, social and emotional development.

Support the delivery of PSHE & RSE in line with this policy.

Engage in consultation and information-sharing opportunities.

Seek additional support from the school where needed.

10. Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding PSHE & RSE. We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. At Pearl Hyde, we ensure that staff are aware of best practice in delivery by providing regular training opportunities.

We expect staff to provide regular feedback to the subject lead on their experience of teaching PSHE & RSE, including identifying any areas where additional support or training would be helpful.

Training related to PSHE & RSE forms part of the school's regular CPD programme.

11. Monitoring and evaluation of PSHE & RSE

Our aim is to provide PSHE & RSE that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The PSHE/RSE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful.

The subject lead reports to the headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:

- Monitoring of planning.
- Lesson observations.

- Learning walks.
- Floor book looks.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

Teachers are expected to reflect on their delivery of Relationships Education/RSE and provide feedback to the subject lead to support ongoing development of the subject.

12. Links with other policies

This policy reflects how we deliver PSHE & Relationships & Sex Education (RSE) in our school, as part of a whole-school approach to the subject. The following school policies also have links to our RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours...

These policies should also be read in conjunction with this Relationships Education/RSE policy to give a broader understanding of our approach to this subject:

- Keeping Children Safe in Education the Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Behaviour Policy
- Safeguarding Policy
- Anti-bullying Policy
- Acceptable Use Policy



Pearl Hyde Primary – PSHE & RSE - Routeway



Year 7

Transition
Coping strategies for change

Health & Well-being
Relaxation & Visualisation
My superpowers
Breaking down barriers
Diet and dental health
Celebrating mistakes
My happiness and emotions
Understanding mental health

Family & Relationships
Healthy families & friendships
Friendships – conflict & bullying
Effective communication
Learning who to trust
Respecting differences
Stereotyping
Respect & manners
Families in the wider world
Loss and change

Safety & the Changing Body
Basic first aid
Online Safety – communicating safely online, fake emails, online restrictions, share aware, consuming information online
Privacy & secrecy
Drugs, alcohol & tobacco
Keeping safe out & about
Year 4 Only - The changing adolescent body (puberty)

Citizenship Responsibility
Rights & responsibilities
Rights of the child & human rights
Recycling & caring for the environment
Community
Local community groups
Diverse communities
Democracy
Local democracy
Local councillors

Economic Well-being Money
Ways of paying
Spending choices/value for money
Budgeting & keeping track of money
How spending affects others
Impact of spending
Career & aspirations
Jobs and careers
Gender and careers
Influences on career choices
Jobs for me

UKS2

Family & Relationships
Build a friend
Resolving conflict
Respecting myself & others
Family life
Bullying
Developing respectful relationships
Stereotypes
Loss and change

Transition
Identify opportunities and challenges associated with change

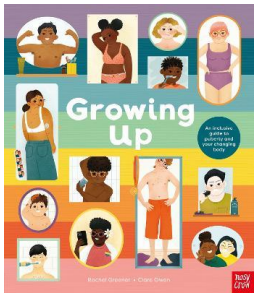
Health & Well-being
Relaxation & mindfulness
The importance of rest
Going for goals & embracing failure
Taking responsibility for my feelings
Taking responsibility for my health
Immunisation
Health concerns
The effects of technology on health

Economic Well-being Money
Borrowing
Income & expenditure
Attitudes to money
Keeping money safe
Risks with money
Prioritising spending
Career & Aspirations
Stereotypes in the workplace
What jobs are available
Career routes

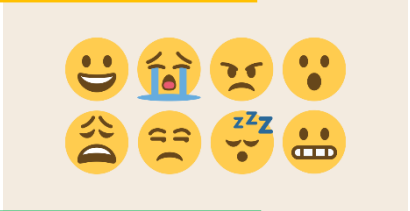
Safety & the Changing Body
Online friendships
Identifying online dangers
Social media
First aid
Drug education - drugs alcohol & tobacco
Social media
Year 5 Only The changing adolescent body (puberty, including menstruation)
Year 6 Only The changing adolescent body (puberty, conception, birth)

Citizenship Responsibility
Breaking the law
Human rights
Rights & responsibilities
Food choices and the environment
Protecting the planet
Caring for others
Community
Contributing to the community
Pressure groups
Prejudice & discrimination
Valuing diversity
Democracy
Parliament
National democracy

Identity – Year 6 Only
What is identity?
Identity and body image



LKS2



EYFS

Early Learning Goals: Personal, Social and Emotional Development ELG:
Self-Regulation
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Family & Relationships
What is family?
What are friendships?
Making friends & healthy friendships
Friendship problems & managing friendships
Self-worth
Manners & courtesy
Loss & change

Health & Well-being
Relaxation techniques
The importance of:
Physical exercise
Being ready for bed
Hand washing & personal hygiene
Sun safety
Dental health
Healthy diet
Understanding allergies
Different emotions and understanding feelings

Citizenship Responsibility
Rules
Looking after others & our immediate environment
Community
Developing a sense of belonging
Recognising similarities & differences
Job roles within the local community
Democracy
Giving opinions and making decisions

KS1

Early Learning Goals: Personal, Social and Emotional Development ELG:
Managing Self
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Early Learning Goals: Personal, Social and Emotional Development ELG:
Building Relationships
Work and play cooperatively and take turns with others.
Form positive attachments to adults and friendships with peers.
Show sensitivity to their own and to others' needs.

Economic Well-being Money
What is money & where does it come from?
Looking after money, saving & spending
Wants & needs
Careers & Aspirations
Jobs in school

Safety & the Changing Body
Asking for help, including making a call to the emergency services
Appropriate contact
Safety at home, safety with medicines, road safety and people who help to keep us safe
The Internet & communicating online
The difference between secrets and surprises

Transition
Understanding feelings associated with change
Identify the positives & challenges associated with change



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Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom