



Making a difference for every child.

PSHE and RSE Policy

Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) Policy

Owning Committee: Curriculum

Owning Governor: Michael Mifsud

Owning School rep: Julie Robinson

Monitoring Governor: Michael Mifsud

Date of Approval: July 2026

Date of next review: July 2027

AIM OF DOCUMENT: To provide clear guidance about the coverage and teaching of PSHE and RSE against statutory documents.

IN EVENT OF CONCERN/QUESTIONS: Contact the owning governor, contact details available through the school administrator.

HOW DOES THIS DOCUMENT HELP THE CHILDREN? To support children with the personal, social, health and emotional aspects of their lives and enforce a clear and rigorous expectation on all staff and pupils to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Revision History:

Version	Update details	Date of approval
V5	Curriculum and Governing Body	May 2019
V6	Review	May 2024
V7	Create PSHE and RSE policy following 2026 DfE guidelines and change of curriculum provider	July 2026

Vision

At Sheet Primary School, we believe that every child deserves to feel safe, valued, respected and prepared for life in modern Britain. Our PSHE and RSE curriculum supports our school vision of **"Making a difference for every child"** by developing confident, resilient, respectful and responsible learners who understand how to keep themselves healthy, safe and happy.

Through a broad, knowledge-rich curriculum, children develop the knowledge, skills and vocabulary needed to build positive relationships, make informed choices, contribute positively to society and become successful lifelong learners.

We recognise that children achieve their best when they feel emotionally secure and are taught within an inclusive environment where diversity is celebrated and everyone is respected.

Aims

Our PSHE and RSE curriculum aims to enable pupils to:

- develop confidence, resilience and independence;
 - understand and manage their physical and emotional wellbeing;
 - build positive, respectful and healthy relationships;
 - recognise and manage risk in different situations;
 - understand how to stay safe both offline and online;
 - develop respect for diversity and protected characteristics;
 - become active, responsible citizens;
 - appreciate the importance of honesty, kindness and empathy;
 - understand how to seek help and support when needed;
 - prepare for the opportunities, responsibilities and experiences of later life.
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Statutory Framework

This policy has been developed in accordance with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE), effective from September 2026;
- Education Act 2002;
- Children and Social Work Act 2017;
- Keeping Children Safe in Education;
- Equality Act 2010;
- UN Convention on the Rights of the Child;
- Prevent Duty Guidance;
- SEND Code of Practice.

The school uses the **Oak National Academy Primary RSHE Curriculum** as the basis of its programme, adapting lessons where necessary to meet the needs of our pupils and community.

Curriculum Intent

Our intent is to provide every child with a carefully sequenced PSHE and RSE curriculum that builds knowledge progressively from Year 1 to Year 6.

The curriculum enables pupils to:

- know more and remember more over time;
- revisit important concepts through a spiral curriculum;
- develop age-appropriate vocabulary;
- apply learning to real-life situations;
- understand how to keep themselves physically and mentally healthy;
- appreciate difference and celebrate diversity;
- develop strong moral values and respect for others.

Learning is planned to ensure pupils develop both substantive knowledge (what children know) and disciplinary knowledge (how children apply and use that knowledge in everyday life).

Curriculum Implementation

PSHE is taught weekly as a discrete subject whilst also being embedded across the wider curriculum and everyday school life.

Learning is carefully sequenced using the Oak National Academy curriculum to ensure progression across each year group.

The curriculum is organised into six strands in our poster:



PSHE & RSE

AT SHEET PRIMARY SCHOOL



Making a difference for every child

WELLBEING



Children learn about:

- recognising emotions;
- resilience;
- mental health;
- healthy lifestyles;
- physical health;
- sleep;
- exercise;
- managing change;
- seeking help.

RELATIONSHIPS



Children learn:

- friendship skills;
- kindness;
- respect;
- inclusion;
- families;
- teamwork;
- resolving conflict;
- consent and personal boundaries;
- recognising healthy and unhealthy relationships.

COMMUNITY



Children develop understanding of:

- British Values;
- democracy;
- individual liberty;
- mutual respect;
- tolerance;
- responsibilities;
- rights;
- charities;
- environmental responsibility;
- active citizenship.

GROWING UP



Children learn:

- body changes;
- puberty;
- personal hygiene;
- reproduction (Year 6 statutory content);
- self-care;
- privacy;
- personal safety.

ONLINE SAFETY



Children develop knowledge of:

- digital footprints;
- online friendships;
- gaming;
- social media;
- cyberbullying;
- privacy;
- misinformation;
- reporting concerns;
- balanced technology use.

MEDIA INFLUENCE



Children learn to:

- recognise advertising;
- identify persuasive techniques;
- question stereotypes;
- evaluate information;
- understand influencers;
- make informed decisions;
- develop critical thinking.



Teaching is always age-appropriate, factual and sensitive.



Whole School Half-Term Threads

Six consistent whole-school threads provide a clear, progressive journey from Year 1 to Year 6.

HALF TERM	THREAD	CORE LESSON FOCUSES
AUTUMN 1	Emotional Wellbeing & Mental Health	• Recognising and naming emotions • Building emotional regulation strategies • Developing resilience and self-esteem • Seeking support and promoting positive mental health
AUTUMN 2	Community, Equality & Belonging	• Belonging to communities • British values and inclusion • Celebrating diversity and challenging stereotypes • Equality, fairness and respect
SPRING 1	Families, Friendships & Healthy Relationships	• Different family structures • Friendship skills and conflict resolution • Healthy relationships and respect • Bullying prevention and inclusion
SPRING 2	Safety, Boundaries & Growing Up	• Personal safety and body autonomy • Consent, secrets and trusted adults • Healthy boundaries and peer pressure • Puberty and growing up education
SUMMER 1	Online Safety & Digital Citizenship	• Safe online behaviours • Critical thinking and fake news • Digital wellbeing and respectful communication • Privacy, consent and online relationships
SUMMER 2	Physical Health, Safety & Healthy Lifestyles	• Healthy eating and physical activity • Risk, safety and emergencies • Risky substances and addiction awareness • Independent healthy choices

Progressive Skills & Knowledge Map

Knowledge and skills deepen as pupils revisit each thread, supporting a coherent spiral curriculum.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Identify basic feelings and recognise trusted adults who can help.	Understand belonging within family, class and school communities.	Recognise qualities of friendship and caring relationships.	Understand safe/unsafe situations and basic body privacy.	Use the internet safely with adult support.	Develop healthy routines including hygiene, sleep and exercise.
Year 2	Manage a wider range of emotions and coping strategies.	Recognise community roles and celebrate difference.	Understand family diversity, kindness and anti-bullying.	Recognise secrets vs surprises and body boundaries.	Recognise misinformation and communicate safely online.	Understand healthy eating, hygiene, emergencies and risky substances.
Year 3	Manage strong emotions and resolve conflicts positively.	Understand British values and respectful communities.	Develop healthy friendships and family responsibilities.	Assert body autonomy and seek help when unsafe.	Protect personal information and practise respectful online behaviour.	Plan healthy lifestyles and assess risks outdoors.
Year 4	Build self-esteem and emotional resilience.	Explore equality, discrimination and stereotypes.	Understand diverse families and inclusive friendships.	Recognise healthy/unhealthy relationships and puberty changes.	Critically evaluate fake news and online trust.	Maintain balanced lifestyles and avoid illness.
Year 5	Manage anxiety, challenge and emotional wellbeing.	Understand gender equality and challenge stereotypes.	Develop respectful friendships and recognise unsafe relationships.	Resist peer pressure and seek support confidently.	Understand algorithms, influencers and thriving online.	Recognise addiction, hazards and personal safety responsibilities.
Year 6	Manage emotions during transition and understand mental health.	Explore racism, inclusion and cultural respect.	Understand healthy long-term relationships and boundaries.	Apply consent, personal safety and puberty knowledge confidently.	Evaluate online truth, privacy and digital citizenship.	Plan healthy lifestyles, understand substances and respond in emergencies.

Curriculum Design Notes

- ✓ The curriculum uses a spiral model so pupils revisit key themes with increasing complexity.
- ✓ Threads align with the statutory 2026 RSE guidance, including online safety, consent, mental wellbeing and healthy relationships.
- ✓ Puberty education is introduced progressively from Year 4 and revisited in Year 6.
- ✓ Online safety and digital citizenship are revisited every year to reflect increasing online independence.
- ✓ The curriculum supports safeguarding priorities including consent, trusted adults, peer pressure and healthy boundaries.

Teaching and Learning

At Sheet Primary School we believe PSHE is most effective when learning is:

- inclusive;
- discussion-based;
- knowledge-rich;
- respectful;
- carefully sequenced;
- adapted to meet individual needs.

Teachers create safe learning environments where pupils feel confident to ask questions, express opinions respectfully and challenge stereotypes appropriately.

Ground rules are established at the beginning of every unit and revisited regularly.

Teaching approaches include:

- class discussion;
- paired talk;
- collaborative learning;
- role play;
- scenario-based learning;
- retrieval practice;
- quizzes;
- reflection;
- independent recording.

Pupils are encouraged to justify opinions using evidence and respectful language.

Relationships and Sex Education (RSE)

Relationships Education is statutory for all primary-aged pupils.

Children learn about:

- caring friendships;
- respectful relationships;
- families;
- online relationships;
- keeping safe;
- recognising trusted adults;
- personal boundaries.

Sex Education beyond the statutory National Curriculum for Science is taught only in Year 6 through age-appropriate lessons covering human reproduction and puberty.

Pupils will be taught the correct anatomical names for body parts, including genitalia, in an age-appropriate manner to support health education, safeguarding and effective communication.

Parents have the right to request withdrawal from the non-statutory elements of Sex Education. Requests should be made to the Headteacher in writing.

The school strongly recommends that all pupils participate as the curriculum prepares children for the physical and emotional changes they will experience.

Equal Opportunities and Inclusion

At Sheet Primary School, every pupil is entitled to access a high-quality PSHE curriculum that is inclusive, ambitious and responsive to individual needs.

Teaching is adapted to ensure that all learners, including pupils with SEND, those with English as an Additional Language (EAL), disadvantaged pupils and those identified as more able, can fully participate and succeed.

Reasonable adjustments may include:

- adapted vocabulary;
- visual supports;
- additional adult guidance;
- scaffolded recording;
- practical activities;
- alternative methods of communication.

Our curriculum reflects the diversity of modern Britain and promotes equality, respect and inclusion in line with the protected characteristics set out in the Equality Act 2010.

All families represented within our school community are valued and respected, and pupils are encouraged to challenge discrimination, prejudice and stereotypes in an age-appropriate manner while developing respect for others and an understanding of their role in creating an inclusive society.

British Values and SMSC

PSHE makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development.

Learning promotes:

- democracy;
- rule of law;
- individual liberty;

- mutual respect;
- tolerance of different faiths and beliefs.

Children learn how these values contribute to life within modern Britain and how they can become active, responsible citizens who make positive contributions to their communities.

Safeguarding

The safety and wellbeing of our pupils is paramount. Effective PSHE and RSE education plays a vital role in safeguarding by helping children to recognise unsafe situations, understand healthy and unhealthy relationships, develop confidence to seek support and know how to report concerns.

Teaching staff recognise that discussions may lead to disclosures of abuse or safeguarding concerns. All staff will follow the school's Safeguarding and Child Protection Policy and the procedures set out in *Keeping Children Safe in Education*. Staff will never promise confidentiality if a pupil discloses information that indicates they or another person may be at risk of harm.

Any safeguarding concerns arising from lessons will be reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs (Jane Hines and Emily Leney) in line with school procedures.

Creating a Safe Learning Environment

PSHE and RSE lessons are taught within a respectful, supportive and inclusive classroom environment.

At the start of each unit, teachers establish agreed ground rules to ensure that pupils:

- listen respectfully to others;
- value different opinions;
- use appropriate vocabulary;
- do not share personal or sensitive information about themselves or others;
- understand that questions are welcomed and answered honestly in an age-appropriate way;
- recognise that some questions may need to be answered privately after the lesson.

Teachers use professional judgement to ensure discussions remain appropriate to the age and maturity of the pupils.

Assessment

Assessment in PSHE focuses on pupils' understanding and application of knowledge rather than personal beliefs or experiences.

Teachers assess learning through:

- questioning;
- class discussions;
- retrieval activities;
- quizzes;
- pupil reflections;
- written work;
- observations;
- practical activities.

Assessment is used to identify misconceptions, adapt future teaching and support pupils in making progress through the curriculum.

PSHE is not formally levelled. Instead, teachers monitor pupils' understanding over time and provide feedback that supports further learning.

Recording Learning

Evidence of learning may include:

- written work;
- floor books;
- photographs;
- displays;
- pupil voice;
- learning journals;
- class discussion records;
- practical outcomes.

Evidence will reflect the learning objective and may vary according to the nature of the lesson.

Teachers maintain high expectations for presentation, handwriting and the quality of recorded work, in line with the school's presentation policy.

Working with Parents and Carers

Parents and carers are the first educators of their children and play a vital role in supporting personal development.

Sheet Primary School is committed to working in partnership with families by:

- providing information about the curriculum;
- communicating when sensitive topics are to be taught;
- offering opportunities for discussion where appropriate;
- responding to parental questions openly and respectfully.

Parents are encouraged to discuss learning with their children at home to reinforce key messages and support positive relationships.

Parents may request to view relevant RSE teaching resources and curriculum materials used by the school

Parents retain the statutory right to request withdrawal from the non-statutory elements of Sex Education taught outside the National Curriculum for Science. Requests should be made in writing to the Headteacher, who will meet with parents to discuss the request before a decision is made.

There is no right to withdraw from Relationships Education, Health Education or the statutory Science curriculum.

Resources

The school uses a range of carefully selected, age-appropriate resources including:

- Oak National Academy Primary RSHE curriculum;
- high-quality children's literature;
- videos and discussion materials;
- current safeguarding resources;
- online safety materials;
- teacher-created resources where appropriate.

All resources are reviewed regularly to ensure they remain accurate, inclusive and appropriate for the age and needs of our pupils.

Staff Responsibilities

Governing Body

The Governing Body is responsible for:

- approving the policy;
- ensuring statutory requirements are met;
- monitoring the effectiveness of provision.

Headteacher

The Headteacher is responsible for:

- ensuring the policy is implemented consistently;
- supporting staff;
- ensuring adequate resources are available;
- monitoring the quality of teaching and learning.

PSHE Subject Leader

The Subject Leader will:

- lead curriculum development;
- monitor planning and progression;
- provide professional development;
- monitor pupil outcomes;
- review resources;
- support colleagues;
- report annually to governors.

Teachers

Teachers are responsible for:

- delivering high-quality lessons;
- creating safe learning environments;
- adapting teaching to meet individual needs;
- identifying safeguarding concerns;
- assessing pupils' learning;
- maintaining high expectations.

Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- lesson observations;
- book scrutiny;
- planning reviews;
- pupil voice;
- staff feedback;
- governor monitoring;
- curriculum evaluation;
- assessment information.

The Subject Leader will review the curriculum annually to ensure it continues to meet statutory requirements and the needs of our pupils.

Links with Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Online Safety Policy;
- Equality Policy;
- SEND Policy;
- Attendance Policy;
- Teaching and Learning Policy;
- Assessment Policy.

Appendix A – Curriculum Overview

The school follows the Oak National Academy Primary RSHE curriculum using a progressive sequence from Year 1 to Year 6.

The curriculum includes learning within the following strands:

- Emotional Wellbeing & Mental Health
- Community, Equality & Belonging
- Families, Friendships & Healthy Relationships
- Safety, Boundaries & Growing Up
- Online Safety & Digital Citizenship
- Physical Health, Safety & Healthy Lifestyles

Personal safety education (within the Safety, Boundaries & Growing Up strand) includes teaching pupils how to assess and manage risks related to water, roads, railways, fire and public spaces.

Pupils will develop an understanding of change, loss and bereavement and learn healthy ways to seek support and manage emotions during difficult life events.

Each strand builds upon prior learning so that pupils know more and remember more over time.

Appendix B – Teaching Principles

Teachers will:

- create safe and respectful classrooms;
- use correct and age-appropriate vocabulary;
- encourage discussion and reflection;
- challenge stereotypes respectfully;
- celebrate diversity;
- adapt learning for all pupils;
- maintain high expectations;
- respond to misconceptions promptly;
- promote pupil wellbeing at all times.

Policy Review

This policy will be reviewed annually by the PSHE Subject Leader and Headteacher, or sooner if there are changes to statutory guidance.

Approved by: Governing Body **Review Frequency:** Annual **Next Review:** July 2027