

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

Draft policy for consultation

This policy was adopted / updated: July 2026

This policy will be reviewed: August 2027

Signed by Head Teacher:

Signed by Chair of Governors:

Date:

1. Policy Context and Rationale

From September 2026, all schools must deliver Relationships Education and Health Education as statutory subjects, and primary schools may choose to teach Sex Education. This policy is written in accordance with the DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSHE) and Health Education (July 2025), which all schools must have regard to.

Studley Green Primary School recognises the vital role that PSHE and RSHE play in equipping pupils with the knowledge, skills, values and attributes to live safe, healthy, responsible and fulfilling lives. Teaching is designed to support pupils' wellbeing, build resilience, foster respectful relationships and promote safeguarding.

Our curriculum reflects our school ethos: Character, Community and British Values, and our commitment to inclusion, equality and aspiration for all pupils.

2. Aims of PSHE & RSHE

The aims of PSHE and RSHE at Studley Green Primary School are to enable pupils to:

- Develop safe, respectful, healthy and positive relationships.
- Understand boundaries, personal safety, consent and privacy in age-appropriate ways.
- Recognise and report concerns, including abuse, online harms or unsafe situations.
- Build emotional literacy, resilience, confidence and self-esteem.
- Manage risks, including online risks, peer pressure and unsafe behaviours.
- Understand physical and emotional changes associated with growing up.
- Develop growing independence and preparation for secondary school.
- Learn about diversity, equality, the law, and protected characteristics.
- Value themselves, respect others and become responsible citizens.

3. What We Teach: Statutory and Non-Statutory Areas

3.1 Relationships Education (Statutory)

All primary pupils must be taught:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and online safety
- Being safe, including recognising abuse and reporting concerns

3.2 Health Education (Statutory)

All primary pupils must learn about:

- Mental wellbeing
- Internet safety and harms
- Physical health, fitness and healthy lifestyles
- Drugs, alcohol, tobacco and vaping
- Health prevention
- Basic first aid
- Changing adolescent bodies (including menstruation and puberty)

3.3 Sex Education (Non-statutory in Primary)

In addition to statutory Relationships and Health Education and National Curriculum Science, the school provides limited sex education in Years 5 and 6 to support pupils in understanding human reproduction and preparing for adolescence.

This includes:

- How a baby is conceived and born (taught factually via science)
- Understanding bodily changes and reproduction in a factual, non-graphic way

Parents have the right to withdraw their child from Sex Education that is not part of National Curriculum science. This does not include Relationships Education or Health Education.

4. Key Principles for RSHE at Studley Green

Our curriculum follows the principles set out in the 2026 guidance:

4.1 Engagement with Pupils

We consult with pupils through school council, discussion, and feedback to ensure RSHE reflects their needs.

4.2 Transparency with Parents

Studley Green maintains full openness:

- Parents wishing to view curriculum materials should contact the school office. Materials may be viewed electronically or in person by appointment.
- No external provider or organisation may restrict parent access to materials.
- Parents are consulted in developing and reviewing this policy.
- Parents are informed in advance of any Sex Education content.

4.3 Safeguarding and Safe Practice

RSHE contributes to safeguarding by teaching pupils:

- The correct names for body parts
- How to report concerns
- The difference between appropriate and inappropriate behaviour
- How to recognise abuse, including online sexual harassment

All staff follow the school's Safeguarding and Child Protection Policy and the Keeping Children Safe in Education framework.

4.4 Equality, Diversity and Inclusion

Teaching is factual, age-appropriate and consistent with statutory guidance. Pupils learn that everyone should be treated with dignity and respect. The curriculum reflects the protected characteristics within the Equality Act 2010 and promotes respect for difference, diversity and inclusion. Teaching does not promote any particular personal belief or viewpoint and is delivered in a balanced and age-appropriate manner.

4.5 SEND Access

RSHE is adapted for pupils with SEND, particularly those with SEMH or communication needs. Studley Green recognises that:

- SEND pupils may be more vulnerable to abuse or exploitation.
- Lessons are differentiated to ensure accessibility.
- Visual, concrete and scaffolded strategies are used.

5. Curriculum Content and Sequencing

Our curriculum follows the PSHE Association Programme of Study and SCARF materials, taught in a spiral sequence covering:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Growing and Changing
- Health and Wellbeing
- Rights and Responsibilities

Each year builds on prior knowledge with age-appropriate progression, ensuring pupils are prepared before encountering real-life issues.

6. Online Safety (Updated for 2026 Requirements)

In line with new statutory content:

- Pupils learn age-appropriate strategies for safe internet use.
- Teaching covers: anonymity, fake accounts, online grooming, misinformation, privacy settings, pressures to share images, and understanding that harmful or sexual imagery must not be shared.
- Pupils learn about AI, deepfakes and the risks associated with altered or generated online content.

7. Preventing Sexual Harassment and Harmful Sexual Behaviour (Primary Phase)

Consistent with the 2026 guidance, pupils are taught:

- Respectful behaviour and boundaries
- That sexual harassment—including inappropriate comments, touching, or online behaviour—is always unacceptable
- How to challenge stereotypes and prejudiced behaviour
- The importance of kindness, empathy and understanding power dynamics

Staff actively challenge sexism, misogyny, homophobia and related prejudice.

8. Use of External Agencies

External agencies may support RSHE but must:

- Use accurate, age-appropriate, evidence-based materials
- Allow parents full access to resources
- Follow school safeguarding procedures

The school maintains responsibility for all teaching.

9. Assessment, Monitoring and Evaluation

Assessment

Assessment is based on:

- Pupil reflection
- Teacher observation
- Demonstrated understanding of concepts

Monitoring

Monitoring includes:

- Lesson observations

- Resource reviews
- Pupil voice
- Teacher feedback

Evaluation

The RSHE Lead reviews:

- Implementation fidelity
- Pupil outcomes
- Safeguarding themes
- Staff training needs

The policy is approved by Governors and reviewed annually or in response to new guidance.

10. Parental Rights and Requests for Withdrawal

Parents:

- Cannot withdraw their child from Relationships Education or Health Education.
- Can withdraw from Sex Education not included in National Curriculum science.
- Will be invited to discuss any withdrawal request with the Headteacher, as recommended by DfE guidance.

Alternative, purposeful education will be provided for withdrawn pupils.

11. Safeguarding and Confidentiality

- Staff cannot promise confidentiality.
- Any safeguarding disclosure is reported immediately to the DSL.
- Pupils are taught how to report concerns and who they can speak to.

12. Policy Review and Approval

This policy will be reviewed annually or earlier if statutory guidance changes.

This policy should be read in conjunction with:

- Safeguarding & Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- SEND Policy