

# Ratby Primary School



## PSHE and RSHE Policy 2026

Reviewed	September 2026
Frequency of Review	Every 2 years
Written by	Nicola Clarke
Approved by:	RSHE Coordinator



*"Inspiring a love of learning"*

## What is PSHE and RSHE?

This policy covers our approach to PSHE (Personal, Social, Health and Economic) and RSHE (Relationships, Sex and Health Education); a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of PSHE and RSHE and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

We define Personal, Social, Health and Economic (PSHE) education as a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. Relationships Education (RSHE) 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 positive relationships, relationships online and the emotional, social and physical aspects of growing up.

## Statutory Regulations

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing as well as their academic achievement. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the important relationship between wellbeing and learning.

From September 2020, all primary schools must deliver Relationship Education. Under the Education Act 2002/Academies Act 2010, all 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.

Documents that inform the school's PSHE and Relationship and Sex Education Policy include:

- Education Act 1996
- Education and Skills Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- **Keeping Children Safe in Education (DfE, 2025)**
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (DfE, current)

This RSHE policy should be read alongside the school's safeguarding, behaviour, anti-bullying, online safety, equality, PSHE, SEND and wellbeing policies, which together support pupils' personal development, safety and welfare.

Those policies above and other listed relevant policies: -

- Safeguarding / Child Protection Policy
- Keeping Children Safe in Education (KCSIE)
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Acceptable Use Policy
- Equality and Diversity / Equal Opportunities Policy

- PSHE Policy (where separate from RSHE)
- Curriculum Policy
- Teaching and Learning Policy
- SEND (Special Educational Needs and Disabilities) Policy
- Mental Health and Wellbeing Policy
- Attendance Policy
- Parental Engagement or Home–School Agreement
- Complaints Policy
- Staff Code of Conduct
- Managing Allegations Against Staff Policy
- Whistleblowing Policy
- Confidentiality / Information Sharing Policy
- Visitors and External Speakers Policy

### **At Ratby Primary School we believe:**

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about personal, spiritual, and economic educations including Health education and relationships. Through the school's **ethos and values**, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationship, Sex and Health Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender, age, racial equality and diversity and represent the LGBTQI+ community through our Relationships curriculum.

Through our comprehensive provision, we aim to enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making by;

- ensuring our entire school community understands the role of PSHE within the ethos of our school
- promoting a healthy, safe and caring environment for all pupils and staff;
- providing a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs;
- ensure that children receive an entitlement curriculum with progression and a high-quality experience of teaching and learning
- ensure that staff have the knowledge, understanding and skills to deliver the PSHE curriculum with the ability to identify any concerns they have about a relationship;
- promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community;
- prepare our pupils to confidently engage with the challenges of adult life;
- provide sufficient information and support to enable our pupils to make safe and healthy choices.
- the knowledge and understanding of a variety of relationships;
- coping strategies, understanding emotions and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;

- an understanding of the characteristics of positive relationships.

### **Delivering the Curriculum**

Our lessons are taught by staff who are trained in delivering the specific content of the lessons. They will consist of PSHE (physical, social, health and wellbeing), Citizenship (living in the wider world) and RSE (relationship and sex education) and as part of the Everyone's Welcome Scheme of Work.

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

We acknowledge that sensitive and potentially difficult issues will arise in as children will naturally share information and ask questions. Therefore, we ensure that teaching is developmentally appropriate, cumulative and sensitive, that certain topics are not introduced before pupils are ready and that safeguarding needs may override sequencing (e.g. if risks emerge earlier)

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

Distancing techniques will be employed in our RSE, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Our inclusive curriculum supports the statutory requirements for Key Stage 1 and 2 set out by the DfE. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

We are committed to working closely with parents and carers and we do this by: communication about when relationships lessons will be taking place and the content; leaflets; links to other websites on school website; home learning opportunities to follow-up learning at home.

This policy will be available to view on our school website by all stakeholders.

### **What is taught?**

Below is a summary of the key learning objectives for PSHE including Relationship and Sex Education lessons. Topics areas taught cover Relationship Education, Health and Well Being Education and Living in the Wider World. The statutory science element is also taught within school which include reproduction in upper KS2 (Year 5 and 6). We have chosen the Twinkl Scheme of Work as we believe it meets the needs of our children's learning and development having collaboration with staff, consulted with parents and by understanding what the children in our school require. Where possible, in addition to the curriculum we may teach a chosen topic that is important to the needs of the children such as banter, unwanted behaviour or meeting what teachers may feel are the current needs within scho/society.

## Relationships Education (primary)

Include:

- Families of different types (without sexualised content)
- Friendship, respect and kindness
- Bullying, including online
- Safe and unsafe touch
- Asking for help and trusted adults

## Health Education (primary)

Include:

- Mental wellbeing
- Healthy routines (sleep, eating, exercise)
- Internet safety and screen use
- Personal hygiene and puberty (upper KS2)
- Basic safety (roads, water, public spaces)

## Use of Visits and Visitors

Where appropriate we use visits and visitors from external outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. These individuals are used after careful consideration and supervised throughout.

Our partnership with the local community is a priority, and we recognise and value its contribution to the PSHE/PD programme. This reflects our approach to active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- Links with the church (e.g. harvest festival)
- Charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- School clubs (e.g. Gardening club)
- Invitation to parents (e.g. honours and celebrations)
- Citizenship visits (e.g. 'Ask your MP' day, Diversity workshops)
- Links with local services (e.g. visits from the Police Community Support Officer, links with the school nurse)
- Community use of school premises (e.g. beavers or brownies).

## Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to PSHE and RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds

of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum is effective and accessible to all we will:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- Use of concrete language and visuals
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we have and will continue to review our programme to ensure that the provision is suitable for those with additional needs. We will consider:

- their level of vulnerability and family circumstances
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- Collaborate with pastoral and SEND staff and pre-teaching or reinforcement where needed
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils and

## Relationship and Sex Education

It's my Body and Growing Up are units that focus more specifically on 'our bodies and how to look after them'. Whilst coverage earlier on in the curriculum makes reference to learning the names of the main body parts and your body being your own, Year 5 and 6 children are taught lessons on human reproduction and let's talk about sex as part of their 'sex education' lessons. The National Curriculum for Science (KS2) states that it is **statutory** for children to be taught lessons about puberty, how the human body changes and human reproduction. We will continue to teach this in year 5 and 6 alongside our PSHE curriculum. Children are given the opportunity to ask questions relating to these lessons.

We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

We recognise that many primary-aged children are more aware than others and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, abortion or may reveal knowledge (accurate or inaccurate) about reproduction in discussion with adults or their peers. We will address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 5 and 6. The learning will be set in the context of responsible parenting decisions.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

## Working with Staff, Stakeholders and our School Community

Within the context of the School Development Plan/Staff Professional Development Plan, support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work, receive regular safeguarding CPD and to review the effectiveness of the approaches used. Whole staff Inset is used where there are development needs for the whole staff. Individual staff members are offered training opportunities as appropriate therefore RSHE is taught by trained staff

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering SRE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum and their **right to see all RSHE materials**
- Providing parents with an opportunity to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.
- Any concerns parents have will be shared at a senior level and a member of the School's SLT will respond in a timely manner

## Involving the children

We recognise that an interactive approach to PSHE will better develop the skills of our children, and also that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their PSHE in ways appropriate to their age.

- We refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/locality.
- We engage the children in activities to establish their development needs, for example 'Draw and Write' activities.
- We encourage children to ask questions as they arise by providing anonymous question boxes and other similar approaches.
- We ask children to reflect on their learning using appropriate success criteria and to set goals for future learning.
- We consult with children, through School and Class Councils, about their perception of the strengths of our PSHE programme and the areas to be further developed.
- Through assessment, in particular self-assessment, we will learn more from the children about the effectiveness of the teaching and learning and its impact.

## The Role of Governors

We have a named link governor for PSHE who works closely with and in support of the coordinator. When aspects of PSHE appear in whole school development planning/the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

The governing body as a whole plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

### Right to Withdraw

Parents and carers have the legal right to withdraw their child from all or part of non-statutory sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum for science. Those considering this option are asked to speak with Mrs Clarke (Lead Teacher for PSHE) or contact Mrs Perry (Head Teacher) in order to find out more about this.

### Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or a disclosure, teachers will pass this information to the designated person for child protection in line with school safeguarding policy.

In all instances, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

- **Designated Safeguarding Lead:** Mrs Anne Perry (Headteacher)
- **Deputy Designated Safeguarding Lead:** Mrs Astill (Deputy Headteacher)
- **Deputy Designated Safeguarding Lead:** Mrs Denton (Assistant Headteacher)

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

### Assessment, Monitoring and Reporting

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the curriculum will critically reflect on their teaching and best practice will be shared through lesson observations, monitoring of planning and children's work and training opportunities. Monitoring and evaluation of the Policy is the responsibility of the Local Advisory Board

### Review

Our policy has been developed through discussion with the Governor responsible for this in school, the Local Advisory Board, staff, children, PSHE Co-Ordinator – **Nicola Clarke** and with the support of the Head Teacher. This policy has been **reviewed in light of the RSHE guidance review** ahead of September 2026

It was discussed and ratified by the Local Advisory Board on

The Policy will be formally reviewed every other year based on feedback from staff/parents, assessment data, current issues and new government guidance.