

Parkway Primary School

PSHE and RHE policy



September 2026

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Philosophy and Aims

At Parkway Primary School, Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), makes an important contribution to the education, safeguarding, wellbeing and personal development of every pupil. The curriculum aims to equip all children with the knowledge, understanding, language and skills they need to make informed and responsible decisions about their health, relationships, safety and wellbeing, both now and as they grow older.

Aim to ensure that all children:

- Develop confidence in talking, listening and thinking about their bodies, feelings, health and relationships
- Develop positive self-esteem and respect for themselves and others
- Understand the characteristics of healthy, respectful relationships and personal boundaries
- Recognise relationships and situations that may be unsafe or harmful, and know how to seek help
- Develop knowledge and skills to stay safe online and offline
- Understand the importance of physical and mental health and develop resilience
- Develop age-appropriate knowledge to prepare them for secondary school and later life
- Become responsible, healthy and active members of their community

Statutory Framework and Guidance

This policy has been developed with regard to the Department for Education's revised Relationships Education, Relationships and Sex Education and Health Education statutory guidance, which came into effect on 1 September 2026.

The policy also takes account of:

- The Education Act 2002
- The Children and Social Work Act 2017
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- The National Curriculum for England
- SEND Code of Practice: 0–25 years
- Statutory safeguarding guidance and local safeguarding arrangement

At primary school:

- Relationships Education and Health Education are **statutory**
- The National Curriculum for Science contains statutory content on human development, puberty and reproduction
- Sex Education is **not statutory** but schools may provide additional age-appropriate content
- Parents/carers may withdraw children from additional Sex Education only (not from Relationships Education, Health Education or Science)

Policy Development and Consultation

This policy was developed through consultation with our school community to ensure it reflects the values and needs of Parkway Primary School.

Consultation process:

- **Staff consultation:** [Date] - Staff meeting to discuss curriculum content, delivery approaches and safeguarding considerations
- **Parent/carers consultation:** [Date] - Information shared via newsletter and school website; feedback gathered through [online survey/parent forum/consultation meeting]
- **Governor approval:** [Date] - Policy reviewed and approved by the governing body
- **Pupil voice:** Ongoing - Pupils' views gathered through PSHE lessons, school council and pupil surveys to inform curriculum development

Feedback from all stakeholders was carefully considered and incorporated into this final policy.

The school is committed to ongoing engagement with parents/carers about RSHE. We will:

- Provide annual updates about curriculum content
- Offer opportunities to view resources and ask questions
- Seek feedback on the effectiveness of our RSHE provision
- Consult on any significant changes to the curriculum

Roles and Responsibilities

The Governing Body will:

- Approve the PSHE and RHE policy and ensure it meets statutory requirements
- Monitor implementation and effectiveness through regular reports from the PSHE/RSHE Lead
- Ensure the policy is reviewed annually
- Ensure the policy is published on the school website
- Support the headteacher in handling complaints or parental concerns

The Headteacher will:

- Ensure the school complies with statutory RSHE requirements
- Ensure staff are appropriately trained and supported
- Oversee the implementation of this policy
- Handle requests for withdrawal from additional Sex Education
- Ensure parents/carers are consulted and informed about the curriculum
- Ensure the policy links effectively with safeguarding procedures

The PSHE/RSHE Lead will:

- Lead curriculum planning and development
- Monitor and evaluate the quality of RSHE teaching
- Provide support and guidance to staff
- Coordinate staff training
- Review and select appropriate teaching resources
- Liaise with parents/carers about curriculum content
- Report to governors on implementation and effectiveness
- Keep up to date with statutory guidance and best practice

Class Teachers will:

- Deliver RSHE lessons in accordance with this policy and the planned curriculum
- Adapt teaching to meet the needs of all pupils, including those with SEND
- Create a safe learning environment where pupils feel comfortable asking questions
- Respond appropriately to sensitive questions
- Assess pupils' learning and understanding
- Follow safeguarding procedures and refer concerns to the DSL
- Communicate with parents/carers about their child's learning where appropriate

Parents and Carers will:

- Support their child's personal development and learning at home
- Engage with the school about RSHE curriculum content
- Discuss any concerns with the school
- Exercise their right to withdraw their child from additional Sex Education if they wish
- Reinforce the school's messages about respect, relationships and keeping safe

Curriculum delivery

Parkway uses the **Jigsaw PSHE programme**, adapted to meet pupils' needs, safeguarding priorities and statutory requirements. The curriculum follows a spiral model across six themes:

Term	Jigsaw Unit	Main Areas
Autumn 1	Being Me in My World	Identity, belonging, rights, responsibilities and community
Autumn 2	Celebrating Difference	Difference, respect, stereotypes, bullying and equality
Spring 1	Dreams and Goals	Aspirations, resilience, goals and achievement
Spring 2	Healthy Me	Physical health, mental wellbeing, healthy lifestyles and safety
Summer 1	Relationships	Families, friendships, respectful relationships, boundaries and communication
Summer 2	Changing Me	Growing and changing, puberty and age-appropriate Sex Education

Delivery is reinforced through assemblies, safeguarding education, online safety teaching, behaviour work, school council and pastoral provision.

Relationships Education (Statutory)

Children learn about:

- **Families and caring relationships:** Different family structures, support networks, managing change, seeking help
- **Friendships:** Kindness, resolving disagreements, recognising unhealthy behaviours, seeking help
- **Respectful relationships:** Respect, manners, honesty, listening, challenging bullying and harmful behaviour
- **Online relationships:** Online/offline communication, respectful behaviour online, privacy, managing risks, reporting concerns, consent in digital contexts
- **Being safe:** Recognising safe/unsafe situations, personal boundaries, privacy, appropriate/inappropriate touch, rights over own bodies, saying no, trusted adults, reporting concerns, recognising abuse (age-appropriately)
- **Permission and consent:** Personal privacy, respecting boundaries, seeking permission, listening to "no", freely given consent, responsibilities in online and offline contexts.

Health Education (statutory)

Children learn about:

- **Mental wellbeing:** Recognising feelings, managing emotions, resilience, seeking support
- **Physical health and fitness:** Exercise, healthy lifestyles, sleep, rest
- **Healthy eating:** Balanced diet, hydration, food choices, healthy habits
- **Drugs, alcohol and tobacco:** Safe medicine use, risks, responding to pressure, seeking help
- **Health and prevention:** Personal hygiene, dental health, illness prevention, vaccinations, sun safety, accessing health support
- **Basic first aid:** Recognising emergencies, seeking adult help, contacting emergency services
- **Growing and changing:** Puberty, physical/emotional changes, menstruation, hygiene, managing changes, seeking support.

Sex Education (Non-Statutory)

At Parkway Primary School, Sex Education is not part of the statutory curriculum at primary level. However, we provide limited age-appropriate Sex Education beyond the statutory Science curriculum to prepare pupils for adolescence and secondary school.

Statutory Science curriculum includes:

- Life cycles of humans and animals (Years 1-2)
- Human reproduction as part of life cycles (Year 5)
- Physical and emotional changes during puberty (Year 5-6)

Additional (non-statutory) Sex Education at Parkway includes:

Year 5:

- Understanding that sexual intercourse can lead to conception (age-appropriate language)
- Understanding that conception is one way families are formed

Year 6:

- More detailed understanding of human reproduction and conception
- Understanding different ways families are formed (including IVF, adoption, fostering)
- Preparing for changes in relationships as they move to secondary school

This additional content is taught within the "Changing Me" unit in Summer term and builds progressively on prior learning. Teaching uses age-appropriate language, resources and activities within a safe learning environment.

Before teaching additional Sex Education content in Year 6, the school will:

- Inform parents/carers about the specific content to be covered
- Provide opportunities for parents/carers to view resources
- Offer a meeting or individual discussions for parents/carers who have questions
- Explain the right of withdrawal from this additional content

Parents/carers may request withdrawal from the additional Sex Education content described above. The statutory Science curriculum and Relationships Education continue for all pupils and cannot be withdrawn from.

Right of Withdrawal

Parents/carers may request withdrawal from **additional Sex Education only** (not Relationships Education, Health Education or Science).

Process:

1. Submit written request to Assistant Headteacher
2. School clarifies which content the request relates to
3. School explains content, purpose and statutory status
4. Discussion opportunity provided
5. Headteacher complies with requests for additional Sex Education withdrawal
6. Appropriate alternative education provided during withdrawal

Safeguarding

- **Answering sensitive questions:** Staff respond calmly and age-appropriately, avoid inappropriate information, use correct terminology, and refer safeguarding concerns to the DSL.
- **Sexual harassment and harmful behaviour:** Zero-tolerance approach. RSHE teaches respect, boundaries, privacy, consent and reporting. Concerns handled via safeguarding procedures.
- **Teaching controversial issues:** Safe learning environment, age-appropriate language, professional boundaries, balanced teaching, challenging discriminatory language.
- **Confidentiality:** RSHE supports safeguarding. Staff cannot promise absolute confidentiality where children may be at risk. Disclosures follow safeguarding procedures and involve the DSL.
- **Gender identity:** The school responds respectfully and age-appropriately, following current DfE guidance. Social transition is not routinely initiated or encouraged; decisions are individual, involve parents normally, and consider age, maturity, safeguarding needs and circumstances. No child faces bullying or discrimination.

Inclusion

Equality and diversity: Teaching promotes dignity, respect and inclusion, recognising protected characteristics under the Equality Act 2010. Pupils learn about difference, respect, challenging stereotypes and discrimination, and seeking help. Teaching is objective and age-appropriate.

SEND: RSHE is accessible to all. Teaching is adapted using visual supports, social stories, simplified language, repetition, additional support, individual/small-group teaching and adapted resources. Developmental age is considered alongside chronological age.

Online Safety and Digital Relationships

Online safety forms an integral part of Parkway's RSHE curriculum.

Children will be taught about:

- online relationships;
- online communication;
- digital footprints;
- privacy;
- personal information;
- online bullying;
- harmful or inappropriate content;
- image sharing;
- permission and consent in digital contexts;
- pressure from peers;
- recognising manipulation;
- reporting concerns;
- blocking and reporting inappropriate users;
- seeking help from trusted adults.

This teaching is reinforced through Computing, safeguarding education and the school's online safety provision.

Answering Difficult or Sensitive Questions

Children may ask questions that go beyond the planned curriculum.

Staff will:

- respond calmly and sensitively;
- consider the child's age and developmental stage;
- consider whether the question is appropriate for the whole class;
- avoid providing information that is inappropriate for the child's age;
- avoid dismissing or shaming questions;
- use correct and age-appropriate terminology;
- establish whether the question raises a safeguarding concern;
- refer concerns to the DSL where appropriate.

Teachers do not have to answer every question immediately. They may explain that they will discuss the question with another appropriate adult and return to the child.

Where a question relates to content that the school does not teach, or content intended for older pupils, staff will provide an age-appropriate response and, where necessary, refer the matter to the PSHE/RSHE Lead or DSL.

Parental and Community Involvement

Parkway recognises parents and carers as the primary educators of their children about relationships, values and personal development.

The school will:

- make this policy available to parents/carers;
- communicate the RSHE curriculum;
- explain the distinction between statutory and non-statutory content;
- provide opportunities for parents/carers to understand what will be taught;
- consult parents/carers about additional Sex Education;
- provide information about curriculum resources where appropriate;
- encourage parents/carers to discuss learning at home.
- Parents/carers are encouraged to contact the school if they have questions about the curriculum.

Teaching Resources

The school uses Jigsaw as its main PSHE teaching programme.

Teachers will ensure that resources:

- are age-appropriate;
- are developmentally appropriate;
- reflect statutory requirements;
- are suitable for the pupils being taught;
- promote equality and respect;
- do not unnecessarily expose children to inappropriate material;
- support the school's safeguarding responsibilities.

Parents/carers may contact the school to discuss or request further information about the resources used for RSHE.

Assessment

Assessment in PSHE and RSHE focuses on children's knowledge, understanding and development of skills.

Teachers assess learning through:

- observation;
- questioning;
- discussion;
- pupil participation;
- written work;
- pupil voice;
- reflection activities.

Assessment should identify whether children have understood key concepts and whether further teaching is required.

Assessment will not require children to disclose private or personal experiences.

Monitoring and Evaluation

The PSHE/RSHE Lead will monitor the quality and consistency of provision.

Monitoring will include:

- lesson observations;
- learning walks;
- pupil voice;
- staff feedback;
- curriculum review;
- planning scrutiny;
- assessment information;
- review of safeguarding incidents and themes where relevant;
- evaluation of resources;
- feedback from parents/carers.

The curriculum will be reviewed to ensure that it remains responsive to statutory requirements, pupil needs and emerging safeguarding issues.

Staff Training and Support

Staff will receive appropriate support and training to deliver PSHE and RSHE effectively.

Training will address:

- statutory RSHE requirements;
- safeguarding;
- answering sensitive questions;
- appropriate professional boundaries;
- SEND adaptations;
- online safety;
- harmful sexual behaviour;
- emerging safeguarding concerns;
- curriculum resources.

Staff should seek advice from the PSHE/RSHE Lead or DSL where they are unsure how to respond to a particular issue.

Links with Other Areas of the Curriculum

RSHE is not taught in isolation.

Relevant learning is reinforced through:

- Science;
- Computing;
- PE;
- English;
- Religious Education;
- assemblies;
- safeguarding;
- behaviour education;
- anti-bullying work;
- online safety;
- pastoral provision.

This whole-school approach ensures that pupils have repeated opportunities to apply their knowledge and skills in different contexts.

Links to Other School Policies

This PSHE and RHE policy should be read in conjunction with the following school policies:

- **Safeguarding and Child Protection Policy** - RSHE supports safeguarding by teaching pupils to recognise risks and seek help
- **Anti-Bullying Policy** - RSHE teaches respect, kindness and how to respond to bullying
- **Behaviour Policy** - RSHE promotes positive relationships and self-regulation
- **Online Safety Policy** - RSHE includes teaching about safe and respectful online relationships
- **SEND Policy** - RSHE is adapted to ensure accessibility for all pupils
- **Equality and Diversity Policy** - RSHE promotes respect for difference and protected characteristics
- **Computing Policy** - Online safety and digital literacy are reinforced across the curriculum
- **Science Policy** - Statutory content on human development and reproduction
- **Assessment Policy** - Approach to assessing PSHE learning

These policies work together to create a whole-school approach to pupils' personal development, wellbeing and safety.

Review & Implementation Dates

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff and parents. The outcome of the review will be communicated to all those involved, as appropriate.

Revision of the above Policy was completed by: Donna Tume September 2026

After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Next Review Date: September 2027

Appendix A: Key Concept Progression

This grid shows how key RSHE concepts develop across year groups:

Concept	EYFS/Year 1	Years 2-3	Years 4-5	Year 6
Consent & Boundaries	Understanding "stop" and "no"	Asking permission; respecting others' choices	Personal space and privacy; right to say no	Consent in relationships; peer pressure
Healthy Relationships	Kindness and sharing	Friendship skills; resolving disagreements	Characteristics of healthy friendships	Different types of relationships; recognising unhealthy relationships
Keeping Safe	Trusted adults; appropriate touch	Safe/unsafe situations; secrets vs surprises	Recognising abuse; getting help	Online and offline safety; reporting concerns
Puberty & Growing	Bodies grow and change	Naming body parts correctly	Understanding puberty changes begin	Detailed puberty education; menstruation; emotional changes
Online Safety	Safe use of technology	Privacy online; kind online behaviour	Personal information; reporting concerns	Digital footprint; image sharing; online relationships
Diversity & Respect	Everyone is different	Celebrating difference; challenging unkindness	Stereotypes; discrimination; equality	Protected characteristics; challenging prejudice