PSHE & RSE Policy

Date policy created: September 2026

Date of last review:

Date of next review: September 2027

Created by: Mrs B Readey

1. How this Policy was developed

This DRAFT policy was written by Mrs Readey (Assistant Headteacher & PSHE Lead) and is in consultation with parents, teachers and other school staff, governors and the pupils at Ashton Primary School. We intend to listen and respond to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils.

2. Legal requirements of schools

Relationships Education and Health Education are statutory in all primary schools under the Children and Social Work Act 2017. Schools must teach these subjects in accordance with the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2026).*

At Ashton Primary School, we also teach age-appropriate Sex Education in Years 5 and 6 beyond the statutory National Curriculum for Science, recognising that this prepares pupils for the physical and emotional changes associated with growing up.

We recognise that, under the Education Act 2002 and the Academies Act 2010, schools must provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

Our bespoke PSHE and RSHE curriculum has been designed to exceed statutory requirements whilst reflecting the needs of our pupils, our local community and contemporary issues affecting children today.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships Education and Health Education, provides pupils with the knowledge, understanding, skills and attributes they need to thrive both now and in the future. Through a carefully planned and progressive curriculum, children learn how to develop healthy relationships, keep themselves safe, manage their physical and mental wellbeing, contribute positively to their communities and prepare for the opportunities, responsibilities and experiences of later life.

At Ashton Primary School, our bespoke PSHE and RSHE curriculum has been designed specifically to meet the needs of our pupils while fully meeting the statutory requirements of the Department for Education. The curriculum follows a carefully sequenced spiral model, enabling children to revisit key concepts each year with increasing depth and complexity. This approach supports long-term knowledge retention whilst allowing pupils to develop greater confidence, independence and resilience as they move through school.

Our curriculum aims to:

- develop confident, respectful and responsible citizens;
- promote positive physical, emotional and mental wellbeing;
- equip children with the knowledge to make safe and informed decisions;
- foster healthy, respectful and inclusive relationships;
- develop resilience, emotional literacy and self-awareness;
- prepare children for life in modern Britain by promoting equality, diversity and British Values;
- encourage pupils to contribute positively to their school, local community and wider society;
- prepare children for the next stage of their education and for adult life.

Through high-quality teaching and meaningful discussion, pupils develop the confidence to ask questions, challenge stereotypes, manage risks and seek support when needed. Our curriculum places safeguarding at its heart, ensuring that children understand how to recognise unsafe situations, know where to access support and develop the confidence to keep themselves and others safe.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Ashton Primary School, PSHE and RSHE are taught through our own carefully designed whole-school curriculum. Developed specifically for our pupils, the curriculum reflects our school values, local context and the statutory requirements for Relationships Education, Health Education and the National Curriculum for Science.

The curriculum is organised into six progressive units which are revisited annually throughout Reception to Year 6:

- **Me, You and Us**
- **Celebrating Our Differences**
- **Keeping Everyone Safe**
- **Making Our Mark**
- **The Best That I Can Be**
- **Time for Change**

Each unit has been carefully sequenced to build upon prior learning, allowing children to revisit key concepts while developing increasingly sophisticated knowledge, understanding, vocabulary and skills.

Our PSHE Lead, Mrs Readey (Assistant Headteacher), is responsible for monitoring the quality of teaching and learning, ensuring curriculum progression, supporting staff with planning and assessment, providing professional development and ensuring the curriculum remains fully compliant with statutory guidance.

PSHE is taught through weekly discrete lessons alongside meaningful cross-curricular opportunities, assemblies, themed events, visitors and wider school experiences. Teachers adapt lessons appropriately to meet the needs of individual classes whilst maintaining the progression and statutory coverage outlined within our curriculum.

5. What is being taught

Our curriculum has been carefully designed to ensure that children progressively develop the knowledge, understanding and skills needed to lead safe, healthy and fulfilling lives.

The curriculum is organised around six recurring units:

Me, You and Us
Children develop emotional literacy, positive relationships, communication skills, empathy, conflict resolution, self-awareness and healthy friendships. As pupils progress through school, they develop a deeper understanding of respectful relationships, consent, peer influence and maintaining positive relationships in an increasingly complex world.

Celebrating Our Differences
Children learn to value diversity, celebrate individuality and understand the importance of equality, inclusion and respect. They explore stereotypes, discrimination, protected characteristics and develop an appreciation of the diverse communities in which we live.

Keeping Everyone Safe
Learning includes personal safety, online safety, privacy, digital literacy, healthy and unhealthy online relationships, emergency situations, first aid, medicines, consent, healthy risk-taking, recognising abuse and exploitation, safeguarding and knowing when and how to seek help from trusted adults.

Making Our Mark
Children develop an understanding of rights, responsibilities and citizenship. They learn about democracy, the rule of law, environmental responsibility, financial education, charitable giving, community participation and the positive contribution they can make to society.

The Best That I Can Be
Children learn about physical health, mental wellbeing, healthy lifestyles, nutrition, exercise, sleep, resilience, aspirations, goal setting and developing positive habits that support lifelong wellbeing. Pupils also learn about emotional wellbeing, recognising when they or others may need support and how to access appropriate help.

Time for Change
Children learn about human growth and development, puberty, reproduction, relationships, personal identity, self-image, body confidence and managing change. Learning is carefully planned to ensure pupils are prepared for the physical, emotional and social changes they will experience as they grow.

Across all units, knowledge is revisited and extended each year, enabling pupils to build upon prior learning and develop increasingly mature understanding as they progress through the school.

6. How PSHE education, including Relationships Education, is taught

PSHE is taught through a weekly timetabled lesson in every year group, supplemented by assemblies, themed weeks, educational visits, visitors, wider curriculum opportunities and everyday experiences across school life.

Lessons are carefully sequenced, engaging and discussion-based, enabling pupils to develop knowledge alongside the confidence and skills needed to apply their learning in real-life situations. Teachers use a range of evidence-informed teaching strategies including collaborative learning, retrieval practice, role play, problem-solving, scenario-based discussions, reflection and practical activities.

Teaching is based on accurate, factual and evidence-informed information that is appropriate to pupils' age and stage of development. Pupils are encouraged to think critically, distinguish between fact and opinion, challenge stereotypes and misinformation, and make informed decisions about their health, relationships and wellbeing.

Teachers establish a safe, respectful and inclusive classroom environment through agreed ground rules, ensuring pupils feel confident to ask questions, express views respectfully and discuss sensitive topics appropriately. Age-appropriate language and correct scientific and anatomical vocabulary are used throughout the curriculum to support learning, safeguarding and children's confidence when discussing their bodies, health and relationships.

Teachers respond honestly and sensitively to pupils' questions whilst recognising that they cannot guarantee confidentiality if safeguarding concerns arise. Any disclosures or concerns are managed in accordance with the school's Safeguarding and Child Protection Policy.

Where appropriate, distancing techniques, anonymous question opportunities and carefully selected scenarios are used to encourage discussion whilst protecting pupils' privacy.

Teaching reflects the diverse society in which children live and promotes equality, inclusion and respect. Lessons are adapted where necessary to ensure all pupils, including those with SEND, can access ambitious learning whilst maintaining high expectations for every child.

Online safety is taught progressively throughout the curriculum and is integrated across a range of topics. Children learn about healthy and unhealthy online relationships, privacy, social media, gaming, persuasive design, algorithms, misinformation, scams, image sharing, digital footprints and how to seek help if something online makes them feel worried or unsafe.

Throughout the curriculum, pupils are explicitly taught how to recognise unsafe situations, seek support from trusted adults both in and beyond school, and understand that asking for help is a sign of strength.

7. How PSHE education is monitored, evaluated and assessed

Assessment in PSHE is primarily formative and is used to support pupils' learning rather than compare attainment between individuals.

Teachers assess pupils' understanding through ongoing observations, classroom discussion, questioning, retrieval activities, reflection tasks and practical application of learning throughout each unit. End-of-unit assessment opportunities allow teachers to evaluate pupils' knowledge, understanding and ability to apply their learning in a range of realistic contexts.

Assessment focuses on the progression of knowledge, skills, vocabulary and understanding, enabling teachers to identify pupils who may require further support or additional challenge. Judgements are based upon a best-fit approach using evidence gathered throughout the unit.

The PSHE Lead monitors the quality of teaching, curriculum coverage and pupil outcomes through lesson visits, work scrutiny, pupil voice, planning reviews and discussions with staff. This information is used to continually refine and develop the curriculum to ensure it remains ambitious, inclusive and responsive to the needs of our pupils.

8. How the delivery of the content will be made accessible to all pupils

At Ashton Primary School we believe every child is entitled to a high-quality PSHE and RSHE education regardless of need, ability or background.

It is not our policy to withdraw pupils with special educational needs from PSHE education in order to access intervention in other curriculum areas. Personal, social, emotional and health education is fundamental to children's overall development and contributes positively to academic success, wellbeing and future life opportunities.

Teachers adapt teaching, resources, language, activities and levels of support to ensure all pupils can access the curriculum whilst maintaining ambitious expectations and learning outcomes. Adaptations are made according to individual needs and, where appropriate, learning reflects targets identified within Individual Education Plans (IEPs), EHCPs or other support plans.

Our Relationships and Sex Education is inclusive and relevant to all pupils. Children learn together about growing up, puberty and relationships in ways that promote empathy, respect and understanding whilst reducing stigma or discrimination.

Teaching reflects the diversity of modern Britain, recognising the wide variety of families, cultures, faiths, identities and life experiences represented within our school

community and wider society. All pupils are encouraged to value difference, challenge discrimination and treat others with dignity and respect.

In line with the Equality Act 2010 and the Public Sector Equality Duty, we actively promote equality of opportunity, foster good relationships and eliminate discrimination through our curriculum and wider school life.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Parents are encouraged to work in partnership with the school throughout their child's PSHE and RSHE education. We believe that effective communication between home and school supports children to develop accurate knowledge alongside the values and beliefs of their own families.

Parents are welcome to view curriculum plans, lesson resources and teaching materials at any point during the year and are encouraged to discuss any questions or concerns with the PSHE Lead. Information about forthcoming learning is shared regularly with families to promote meaningful conversations at home.

Parents have the right to request that their child be withdrawn from the non-statutory elements of Sex Education taught beyond the National Curriculum for Science. Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science. Requests for withdrawal will be considered by the Headteacher in accordance with current statutory guidance.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Mrs Readey.

11. Policy Review and Development Plan

This policy will be reviewed annually, or sooner if there are significant changes to statutory guidance, legislation or the needs of the school community.

The review process will involve consultation with staff, governors, pupils and parents where appropriate to ensure the curriculum continues to reflect statutory requirements, best practice and the needs of Ashton Primary School.

12. Sources of Further Information

This policy has been informed by:

- Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (September 2026)
- Department for Education – Keeping Children Safe in Education (2026)
- Equality Act 2010
- Children and Social Work Act 2017
- Education Act 2002
- PSHE Association Programme of Study
- PSHE Association Guidance on Writing and Reviewing an RSE Policy
- Ofsted Education Inspection Framework
- Working together to Safeguard children

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy
- SEND Policy

Useful resources / Appendix

ASHTON PRIMARY SCHOOL

PSHE / RSHE Overview
September 2026

	Autumn 1 Me, You and Us	Autumn 2 Celebrating our Differences	Spring 1 Keeping Everyone Safe	Spring 2 Making our Mark	Summer 1 The Best that I can be	Summer 2 Time for Change
Reception	How can I understand my feelings and build kind relationships with others?	How can I celebrate what makes people special and show kindness to others?	How can I help to keep myself safe?	How can I help to care for people and the world around me?	How can I look after my body and mind so I can be my best?	How do we grow and change as we get older?
Year 1	How can I manage my feelings and build positive relationships with others?	How can I treat people fairly and kindly, even when they are different from me?	How can I make safe choices for my body, my feelings and my online life?	How can I be a responsible member of my school and community?	How can healthy habits help me grow and learn?	How does growing up help me become more independent whilst staying safe?
Year 2	How can I understand feelings, build positive relationships and help make my community safe and kind?	How can I help others feel included, valued and respected?	How can I make safe decisions when I am unsure what to do?	How can my choices help myself and others?	How do my choices affect my health and wellbeing?	How does growing up help me understand myself and others?
Year 3	How can I make responsible choices and maintain healthy relationships?	How can I celebrate and respect the diversity within my community?	How can I recognise risks and make safe choices in different situations?	How can we all make a positive contribution to our community?	How does understanding my body help me make healthy choices?	How can I make safe and responsible choices as I grow and change?
Year 4	How can I build healthy relationships and respond positively to feelings, pressure and challenges?	How can I show respect for people whose experiences, beliefs and identities may be different from my own?	How can I identify, assess and manage risks in different situations?	Why do rights, rules and responsibilities matter?	How can healthy choices help me reach my potential?	How can I understand and manage the changes that happen as I grow up?
Year 5	How can I build strong relationships and make safe, respectful choices?	How can we challenge discrimination and help create a society where everyone feels respected and included?	How can I evaluate risks, influences and online experiences to make safe and healthy choices?	How can I make informed and responsible decisions that benefit my community?	How can I recognise my strengths and become the best version of myself?	How can I understand and manage the changes of adolescence with confidence and respect?
Year 6	How can I build respectful relationships, respond to pressure and make safe, informed choices?	How can we help create a fair society where everyone is respected and valued?	How can I make safe, informed and responsible choices in an increasingly complex world?	How can I be a responsible citizen in a changing world?	How can I take responsibility for my health and wellbeing now and in the future?	How can I embrace change and make responsible choices as I prepare for the future?

The Sex Education Forum RSE Policy Guidance

https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms. https://pshe-association.org.uk/guidance/ks1-4/assessment