



## PSHE/RSHE

# (Personal, Social, Health and Economic Education/ Relationships, Sex and Health Education)

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### 1. Policy Context

PSHE/RSHE equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE/RSHE is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. This policy covers our school's approach to Personal, Social, Health and Economic Education (PSHE) and also Relationships, Sex and Health Education (RSHE). It was produced by the previous PSHE/RSHE Lead (Duncan Short) in consultation with the Children, Parents/Carers, Staff, Leadership and Governors at Yealmpstone Farm Primary School. This current review process is in response to the introduction of DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, updated previously in 2025, and now Statutory. Our school continues to develop teaching and learning to reflect relevant and current guidance, legislation and best practice. Yealmpstone Farm Primary school have utilised Government guidance, Local Authority support and existing best practice to review and shape this Policy, our programme of learning opportunities and how PSHE/RSHE compliments and supports our wider curriculum and positive school ethos.

Consultation and intelligence utilised to review the school's bespoke provision and policy included:

- Assessment and consultation with children via PSHE / RSHE teaching sessions, themed curriculum days including Time Tables Rock Star Day (NSPCC), PANTS Week, Odd Sock Day, Wear Red Day, Jeremiah's Journey, and pastoral support.
- Parental consultation,
- Governor consultation,
- Review of local and regional related data and intelligence, e.g. Chi-Mat (National Child and Maternal Health Network - <http://makingthelink.net/chimat-%E2%80%93-national-child-and-maternal-health-network>), THRIVE Plymouth Campaign Aims.
- Local Authority Support: Review of Health and Wellbeing Provision, Policy and Practice (The Healthy Child Quality Mark programme - <https://www.plymouth.gov.uk/publichealth/thriveplymouth/schools/healthychildqualitymarkhcqm>).

## 2. Policy Aims

We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We believe that it is not enough to simply teach pupils about the issues covered and suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

## 3. School Ethos

As part of a whole-school approach, PSHE and RSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our PSHE and RSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics should be explored within the context of both.

Within our PSHE/RSHE Programme, the school will provide:

- Clear, consistent framework of values, supported and agreed by all, in which to work,
- A classroom environment that encourages a high level of interest,
- Opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational visits.

We have three '**Big Ideas**' that we believe children should understand by the time they are eleven:

**1. We are a 'values based' school:**

- Our values determine our choices and behaviours and enable our culture to be challenging and supportive, creating confident young people.

**2. We serve our community both locally and internationally:**

- Our children will understand the interconnectedness and responsibilities we have to make our world the best it can be for everyone.

**3. We believe in the power of oracy:**

- Young people can make a positive difference and should feel empowered.

## 4. Statutory Requirements and Guidance

This policy is informed many areas of legislation and guidance across a wide range of education, social, health and government related areas. In particular our provision is informed by the following:

- All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the **Education Act 2002** (<http://www.legislation.gov.uk/ukpga/2002/32/section/78>) and the Academies Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/32/contents>) a PSHE curriculum:
  - 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.
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education** – Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers: DfE 2025 - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012 - <https://www.gov.uk/government/publications/drugs-advice-for-schools>),
- Safeguarding guidance (**Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children**, June 2025 - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)
- **Keeping Children Safe in Education**, 2025 - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Equality guidance (**Equality Act 2010**: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2015 - <https://www.gov.uk/guidance/equality-act-2010-guidance>).

## 5. Entitlement and Equality of Opportunity

Under the provisions of the 2010 Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE fosters good relations between pupils, tackles all types of prejudice – including homophobia – and promotes understanding and respect. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states *“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”* Our employees’ model positive behaviours and school pastoral and behaviour policies support all pupils.

Yealmpstone Farm Primary School’s relevant policies express the requirements of the 2010 Equality Act. The school’s Equality and Diversity Policy, Gender Equality Policy, Race Equality Policy, Inclusion and Equal Opportunities Policy are in place and available on our school website. The documents set out the school’s duty, aims and objectives, in relation to equality.

## 6. School Expertise

All teaching staff at Yealmpstone Farm Primary School have a role to play in the provision of planned and progressive learning opportunities regarding PSHE/RSHE. Specific CPD opportunities are regularly undertaken by various staff, guided by the needs of individual staff, the school as a whole and of course the dynamic nature of this part of the curriculum, including pastoral care elements. The school's PSHE/RSHE Lead utilises specific subject knowledge, CPD, Local Authority support and published best practice and guidance to develop the knowledge and confidence of all teaching staff within the school.

For example:

- Dissemination of Government Guidance (curriculum content, teaching methodology, statutory requirements),
- Use of best practice to inform curriculum development and scrutinise effective provision (Local Conferences, use of PSHE Association resources, Local subject Hubs),
- Scrutiny of policy, provision and practice through consultation (Children – Learning Detectives, School Council, Parent/Carer questionnaires, Local Authority support, Undertaking development activities – Healthy Child Quality Mark).

## 7. Responding to Pupils' Questions and Safe Practice

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Views around PSHE/RSHE related issues are varied, however, while personal views are respected, all issues are explored without bias. Due to the nature of PSHE/RSHE, pupils' learning may result in them seeking advice or support on a specific, sensitive personal issues. If necessary, teachers may ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this is appropriate, or if the question raises potential safeguarding concerns. Teachers will handle personal issues arising sensitively and to follow up appropriately, disclosures made in a group or individual settings. If a member of staff (or visitor) believes that a child is at risk or in danger, they will report to the Designated Safeguarding Lead (Heidi Price) or the Deputy Designated safeguarding Lead (Viki Allen). The child concerned will be informed that confidentiality is being breached and reasons why. It is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. The child will be supported by the teacher throughout the process. Ground rules are implicit to learning opportunities to foster a safe and robust teaching environment. External contributors will be informed and must adhere to these rules, whilst working in the classroom (they are bound by the school's safeguarding related policies and procedures, not their own). Please refer to the school's Child Protection and Safeguarding Policy –

<https://primarysite-prod-sorted.s3.amazonaws.com/yealmpstone-farm-primary-school/UploadedDocument/a54a77597d2c439c9e55c9847e3714af/final-schools-cp-and-safeguarding-policy-10.19.pdf>

## 8. Learning and Teaching Methodology

We teach PSHE/RSHE utilising the EC Primary Scheme, which we have made bespoke to the needs of our pupils, which explicitly promotes social, emotional, and behavioural skills with built in progression for each year group. In some instances, e.g. drugs education, we teach PSHE/RSHE and Citizenship as a discrete subject, or through our science lessons. RSHE learning opportunities are delivered utilising the guidance from the Relationships Education, Relationships and Sex Education (RSE) and Health Education – *Statutory guidance for Governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers: DfE 2025*. Class teachers use their own methods when teaching PSHE/RSHE, while, at the same time, ensuring that these

complement and reflect the overall aims and philosophy of the school. PSHE/RSHE is taught in a sequence of lessons for approximately 45 minutes per week. In addition, opportunities to teach PSHE/RSHE are taken throughout the school day when teaching the full Curriculum and other cross-curricular subjects. Whole-school/group/class assemblies provide an opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting and celebrating the school's values and achievements. Sex education is taught in Year 6. Video programmes support the programme of study and parents are given the opportunity to view teaching materials/resources before they are used with the children.

Yealmpstone Farm Primary School provides a whole school thematic approach so that different year groups would be working on similar themes at the same time throughout the year, allowing for cross-phase collaboration and to enable them to link the PSHE/RSHE curriculum to whole school assemblies. One way we do this is through our discussions in assemblies. PSHE/RSHE is continually revisited through class time activities or via school council activity, or through our Play Leaders, Peer Mediators or Eco-Leaders. We invite a wide range of representatives to talk to the children, including School Nurse, Doctor, civic leaders, local businesses, Police, Fire Service, local religious and community-based figures.

Topic Titles include:

- Core Theme 1: Relationships – Feelings and Emotions, Healthy Relationships, Valuing Difference
- Core Theme 2: Living in the Wider World – Rights and Responsibilities, Environment, Money
- Core Theme 3: Health and Wellbeing – Healthy Lifestyles, Growing and Changing, Keeping Safe

We use a range of teaching and learning styles and we place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children are helped to form their own attitudes and values. By building positive working relationships between pupils and staff, all members of our school family are valued as individuals. Teachers will need, as always, to tailor each lesson (differentiate) to meet the needs of the children within their classes.

Medium term plans are defined for each Year Group within the scheme of work. These are monitored by the PSHE/RSHE Lead. Teachers evaluate activities at the end of each term and liaise with the PSHE/RSHE Lead. The school continually manage provision reactive to ongoing and developing issues within the community, the school and wider society, often reinforced by supportive interventions, nurture groups and the assembly programme.

## 9. Understanding of Sanitary Products and Disposal in School

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school notes that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

## 10. Assessment

The model of assessment that is most meaningful in PSHE/RSHE is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the

lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. The benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus. Teachers assess the children's work in PSHE/RSHE both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, measured against the specific learning objectives set out in the EC Primary Scheme and Statutory RSHE content. We have clear expectations of what the pupils will know, understand and be able to do at the end of each unit. Teachers evaluate activities at the end of each term and liaise with the PSHE/RSHE Lead.

## 11. Right to Withdraw

Yealmpstone Farm Primary School believes that it is important to have the support of parents, carers and the wider community for the delivery of its PSHE/RSHE programme. The Governors at Yealmpstone Farm Primary School have decided that sex education should be included in the school's curriculum. The Governors endorse the school's policy and programme of study for PSHE/RSHE. The school continually review and revise curriculum content and delivery to meet the needs of the learning community. Parents and carers have the right to request that their child be withdrawn from some or all of sex education, that falls outside of the Science curriculum, at the primary age range. This right is acknowledged, but our school encourages parents/carers to recognise the importance and value of this area of the curriculum. Prior to learning opportunities taking place, parents/carers will be informed if reference is made to sexual reproduction. Parents/carers are invited to view resources and content used. If a pupil is withdrawn from this aspect of education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Procedure for withdrawing children from sex education lessons:

1. Parents to notify the Head in writing that they wish their child to be withdrawn from sex education.
2. The head will invite parents into school to discuss worries and to decide which parts of the sex education programme the child will be withdrawn from, and to agree what the child will do while the others are having sex education.
3. The head will write to parents confirming discussion and agreement, with a reply slip.
4. Parents return reply slip to school.

## 12. Roles and Responsibilities

The PSHE/RSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE/RSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. All teaching staff have the responsibility to teach PSHE/RSHE. The Yealmpstone Farm Primary School Governing Board is responsible for the implementation of school policies.

Approved by:	Carla Milford	Date: 28.04.2026
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Next review due by:

April 2027