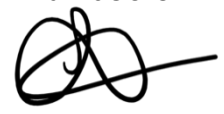


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RSE/PSHE Policy

Policy written	October 2023
Policy Updated	September 2026
Agreed by Governors	September 2026
Next Review	September 2029
Head teacher	Mr S Wright 
Chair of Governors	Mrs E Scorer 

Whitby Heath RSE/PHSE Policy 2026

Statutory status note: This policy is based on the revised DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from 1 September 2026, and Keeping Children Safe in Education 2026.

Aims

At Whitby Heath Primary School, we are committed to providing a high-quality PSHE and Relationships, Sex and Health Education (RSE) curriculum which helps children develop the knowledge, skills and confidence they need to lead healthy, safe and fulfilling lives.

Our curriculum is carefully sequenced so that learning builds progressively on the foundations established in previous year groups. As children grow, they revisit and deepen their understanding, developing the knowledge, language and skills they need to make positive choices and navigate relationships and the wider world with confidence.

The aims of RSE/PSHE at our school are to:

- provide a safe framework for sensitive and respectful discussion;
- teach accurate vocabulary for the body, relationships, emotions, health and safety;
- prepare pupils for puberty and the physical and emotional changes associated with growing up;
- develop self-respect, confidence, empathy, kindness, resilience and self-regulation;
- teach pupils how to recognise healthy and unhealthy relationships and how to seek help;
- teach pupils how to recognise and report risks, abuse, bullying and harmful behaviour, including online;
- promote positive physical and mental health, healthy lifestyles, personal hygiene and preventative health;
- support pupils to make informed and responsible decisions appropriate to their age and maturity;
- reflect the diverse family and social circumstances of pupils without stigmatisation;
- contribute to pupils' spiritual, moral, social, cultural, mental and physical development.
- Teach in an adaptive and appropriate manner, reflecting different backgrounds, needs, ages and levels of maturity.
- Enable children to become healthy, independent and responsible members of their community and the wider society.
- Encourage our pupils to play a positive role in contributing to the life of the school and the wider community.
- Encourage children to foster an understanding of the economic responsibilities of adults around them.
- Teach them how to stay safe and healthy in an age appropriate and adaptive way.
- Actively teach skills to promote oracy and develop speaking and listening development

Statutory requirements

Whitby Heath Primary School is a maintained primary school and meets the following statutory duties and guidance requirements:

- Relationships Education is compulsory for pupils receiving primary education.
- Health Education is compulsory in state-funded primary schools.
- Sex education beyond the National Curriculum for Science is not compulsory at primary level. Where the school provides additional sex education, it is clearly identified and is subject to the statutory parental right to request withdrawal.
- National Curriculum Science is statutory and pupils cannot be withdrawn from it, including statutory content relating to the human body, growth and puberty and relevant reproduction content.
- The school has regard to the revised DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, which came into effect on 1 September 2026.
- The school follows Keeping Children Safe in Education 2026 and its safeguarding procedures.
- The school complies with the Equality Act 2010 and promotes equality and inclusion in its curriculum and practice.

Policy development

This policy was originally written in October 2023 and was reviewed and updated in September 2026 in response to the revised DfE statutory guidance effective from 1 September 2026 and Keeping Children Safe in Education 2026. The revised policy was approved by governors in September 2026.

The school reviews the policy on a three-year cycle and updates it sooner where statutory guidance, safeguarding requirements or the needs of children change.

The policy is published on the school website.

Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

What we teach

Relationships Education is compulsory. Children learn about families and people who care for them, caring friendships, respectful and kind relationships, boundaries, privacy, bullying and cyberbullying, stereotypes, online relationships, online safety, abuse, harmful behaviour and how to seek help. Teaching includes age-appropriate learning about consent, boundaries, personal safety, bodily autonomy and children's rights over their own bodies and personal information.

Health Education is compulsory. It includes general wellbeing; emotional awareness and mental health; physical health and fitness; healthy eating; wellbeing online; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety; basic first aid; and developing bodies. The school teaches correct names for relevant body parts and prepares pupils for puberty and menstruation. Sensitive arrangements are in place to support pupils who menstruate, including access to period products and trusted adults.

Sex education is not compulsory in primary schools. Where Whitby Heath provides additional sex education, it is taught in Years 5 and/or 6 where appropriate, is age-appropriate and is clearly distinguished from statutory Science, Relationships Education and Health Education. Where additional sex education is provided, parents are consulted about its content and are given information about the materials used and their right to request withdrawal. Statutory Science content, including relevant content about puberty and sexual reproduction, is not subject to withdrawal.

Long Term curriculum Map for PSHE/RSE is shown on school website.

The statutory curriculum is supported by learning in Science, PE, Computing and other curriculum areas, assemblies, safeguarding education and whole-school wellbeing activity.

How we teach RSE/PSHE

- PSHE lessons are timetabled weekly throughout the academic year. This provides sufficient curriculum time for the school to teach the planned Kapow sequence, revisit key knowledge and ensure full statutory coverage.
- Teachers use the school's curriculum map and the Kapow 2026 scheme to deliver the required statutory content, following the agreed sequence and adapting lessons where necessary for the needs of the cohort.
- Sensitive discussions are managed through agreed ground rules and safeguarding-aware practice.
- Assessment is formative and uses questioning, discussion, retrieval and teacher observation.
- The curriculum will primarily be delivered by teaching staff in school, though on occasion, specialist health or other professionals from relevant organisations may be brought in as visitors to school to enhance and enrich the delivery of the curriculum.
- All pupils will have access to age-appropriate delivery of the PSHE and the Emotional Health and Wellbeing curriculum, regardless of ability or special educational needs and/or disability, through appropriately adapted lessons and resources.

Roles and responsibilities

The governing body

The governing body will approve the RSE/PSHE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE/PSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory] components of RSE (see section 7).

RSE/PSHE Coordinator and strategic Wellbeing Team

The RSE/PSHE coordinator at Whitby Heath is **Ms C Monins**, she is responsible for:

- Planning and coordination of the RSE/PSHE curriculum ensuring coverage in-line with that required by the National Curriculum.
- Providing training for staff to ensure consistent and age-appropriate delivery of the curriculum.

- Monitoring and supporting staff in the delivery and assessment of the curriculum.
- Leading the Strategic School Wellbeing team to ensure that all areas within the remit of this policy are implemented and impact monitored.

Staff

Staff are responsible for:

- Delivering RSE/PSHE curriculum in a sensitive way
- Modelling positive attitudes to RSE/PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory] components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE/PSHE sessions. When discussing issues related to RSE, PSHE and mental health, they are expected to treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their child from Relationships Education or Health Education, or from content taught as part of the National Curriculum for Science.

Where the school provides sex education beyond the National Curriculum for Science, parents have the right to request that their child is withdrawn from some or all of that additional sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. There will then be opportunity to discuss this with the headteacher and the RSE/PSHE coordinator so that any concerns can be discussed fully and an informed decision can be reached.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Training & Safeguarding

Staff receive relevant professional development through the school's CPD programme and safeguarding updates. Staff are familiar with the school's safeguarding policy, the role of the DSL and the procedures for responding to disclosures and concerns.

SEND and Inclusion

At Whitby Heath we have high expectations of all our pupils. However, we recognise that for some pupils, additional support is needed to ensure they can access tasks and retain key learning. Tasks are adapted or scaffolded to ensure that they provide suitable challenges that focus on the learning in RSE and PSHE and remove any barriers to learning. Teachers use their pupil passports and appropriate assessments to help inform their

planning. This way, a person-centered approach ensures progress is made and learning is personalised.

We want all learning to support independence wherever possible. Teachers will plan lessons so that pupils with SEND are able to successfully access the key content of the RSE and PSHE curriculum and ensure that no ceiling is placed on their learning and what they can achieve. Promoting independence, we allow the children to feel a sense of equality and belonging in their classroom environment.

Where appropriate, the following strategies could be used for pupils with SEND:

Task Adaptation

- Opportunities for overlearning key knowledge.
- Technology used for recording information.
- Use of concrete resources.
- Voice recordings or pictorial representations of step-by-step instructions.
- Voice recordings or pictorial representations of responses.
- Screen shots and photographs.
- Peer support in articulating own views and opinions.

Scaffolding

- Modeling specifically for a small group of children.
- Vocabulary mats highlighting specific vocabulary for a task.
- Broken down instructions for a task.
- Sentence stems from board/worksheet.
- Task organizer.
- Use of concrete resources.
- Further questioning.
- Additional focused explanations.
- Precision teaching of key knowledge.
- Additional oracy opportunities.
- Peer support.

Many aspects of the RSE/PSHE curriculum are already well adapted to some learners with additional needs as there is less of a requirement for written responses and focus is on discussion. However, there are still children for whom this presents a challenge who must be considered during planning.

Higher Attainers

Opportunities for higher attainers to take learning deeper are planned throughout the curriculum. Open ended tasks and high quality first teaching ensure that learning is taken deeper. Enrichment opportunities are planned throughout the year for further opportunities to discuss topics covered in RSE and PSHE allowing pupils to share more widely and deepen their own and others' understanding.

Monitoring arrangements

The delivery of RSE/PSHE is monitored by the subject coordinator, Ms C Monins through:

- Learning walks

- Learning Captures
- Pupil voice
- Spotlight coaching sessions

Pupils' development in RSE/PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Ms C Monins on a three year cycle unless need for adaptations following statutory changes. At every review, the policy will be approved by the governing body and the headteacher.

Links with other policies

- SMSC policy
- Safeguarding policy
- Equality Objectives and Policy

RSE/PSHE Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	First Aid

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for request to withdraw from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	