Ashdene Primary School

PSHE and RSHE Policy

Approval	Next review	Responsible Person
September 2026	September 2027	PSHE/RSHE lead

Context

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 and the Academies Act 2010, the curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of later life.

At Ashdene Primary School, Personal, Social, Health and Economic Education (PSHE) provides an important part of our wider curriculum and personal development provision.

Relationships Education is compulsory for pupils receiving primary education and Health Education is compulsory in state-funded primary schools. The school also provides age-appropriate sex education beyond the statutory requirements where identified within this policy.

Statutory Relationships and Health Education

This policy has been developed in accordance with the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education and reflects the school's legal duties in relation to Relationships Education and Health Education.

DfE: Relationships Education, Relationships and Sex Education and Health Education statutory guidance

Policy Aims

At Ashdene Primary School, we provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning and behaviour.

Pupils 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 form effective, fulfilling and respectful relationships that are an essential part of life and learning.

The curriculum aims to ensure that pupils:

- develop positive relationships and friendships;
- understand how to keep themselves and others safe;
- understand personal boundaries, privacy and respect;
- develop emotional literacy and strategies for managing feelings;
- understand how to support their physical and mental health;
- develop confidence in seeking help and support;
- recognise risks and know how to respond to them;
- develop resilience, self-respect and self-esteem;
- understand diversity and the importance of equality and inclusion;
- develop the knowledge and skills needed for life beyond primary school

Curriculum

To ensure progression and a spiral curriculum, Ashdene Primary School has developed its own bespoke PSHE and RSHE curriculum, tailored specifically to the needs of the school and its pupils.

The curriculum is structured through a question-based model across the three core strands of:

- **Relationships**
- **Health and Wellbeing**
- **Living in the Wider World**

Each unit is centred around a key question, allowing pupils to engage in enquiry-based learning.

Whilst each unit has a primary strand focus, the other strands are deliberately interwoven to support effective learning, knowing and remembering. This ensures that pupils revisit key concepts, make meaningful links and develop a deeper understanding over time.

Throughout the curriculum, No Outsiders and RSHE content are interwoven so that key knowledge is regularly revisited and embedded.

The curriculum supports pupils' personal development by explicitly teaching both knowledge and skills. Lessons are discussion-based and practical in nature, allowing pupils to demonstrate their understanding through application.

Our RESPECT lessons further support this work and provide a valuable tool for assessment, enabling staff to understand how well pupils are applying their learning across the wider school environment.

Mental wellbeing is a core thread throughout the curriculum and is revisited across all year groups through carefully sequenced learning.

What do we teach, who and when?

Whole-school approach

Teaching strategies are varied and mindful of pupils' different needs and the need for adaptations.

PSHE is delivered as a whole-school approach, carefully sequenced across the year and between year groups.

PSHE is taught in weekly sessions of approximately 30 minutes, supplemented by wider opportunities across the school day and curriculum.

Lessons are designed to be discussion-based and practical, enabling pupils to actively engage with learning and apply their knowledge in meaningful contexts.

Zones of Regulation and brain talk are threaded throughout PSHE lessons to support pupils in understanding their thoughts, feelings and behaviours. Pupils develop emotional awareness, learn strategies for self-regulation and are supported to apply these strategies independently across the school day.

The PSHE subject leader is responsible for monitoring and evaluating the effectiveness of teaching and learning across the school and ensuring that provision remains high quality, appropriately sequenced and up to date.

The curriculum is delivered through a carefully sequenced, question-based approach. Learning is structured so that knowledge and skills build progressively from Reception through to Year 6.

The long-term plan is organised around key questions for each year group, which drive learning and support coverage of the statutory Relationships and Health Education curriculum.

The school's PSHE and RSHE curriculum, which identifies the key knowledge pupils are expected to acquire, is available separately. Knowledge Jigsaws are also shared with parents and carers at the beginning of each block of learning to outline the key knowledge and learning pupils will develop. These resources support parents and carers in understanding the curriculum and discussing learning with their children at home.

Reception

Pupils explore questions including:

- What are feelings and how can I take care of them?
- What makes us special and different?
- How can I keep safe within my community?
- How can we keep healthy as we grow?
- How can we look after each other?
- How am I growing and changing?

Year 1

Pupils explore:

- What is the same and different about us?
- Who is special to us?
- What helps us stay healthy?
- What can we do with money?
- Who helps to keep us safe?
- How can we look after each other and the world?

Year 2

Pupils explore:

- What makes a good friend?
- How can we be kind and keep each other safe?
- What jobs do people do?
- What helps us to stay safe?
- What helps us grow and stay healthy?
- How do we recognise our feelings?

Year 3

Pupils explore:

- How can we be a good friend?
- What keeps us safe?
- What are families like?
- What makes a community?
- How can we look after our bodies and keep them healthy?
- Why should we keep active and sleep well?

Year 4

Pupils explore:

- What strengths, skills and interests do we have?
- How do we treat each other with respect?
- How can we manage our feelings?
- How will we grow and change?
- How can our choices make a difference to others and the environment?
- How can we manage risk in different places?

Year 5

Pupils explore:

- What makes up a person's identity?
- What decisions can people make with money?
- How can we help in an accident or emergency?
- How can friends communicate safely?
- How can drugs common to everyday life affect health?
- What jobs would we like?
- How do our relationships and responsibilities change as we grow up?

Year 6

Pupils consolidate and extend their learning through questions including:

- How can we keep healthy as we grow?
- How can the media influence people?
- How do we grow, change and manage relationships as we become more independent?

These questions support preparation for secondary school and increasing independence.

Above and beyond in PSHE

At Ashdene Primary School, PSHE extends beyond discrete lessons and is embedded throughout the wider life of the school.

Pupils are encouraged to take responsibility and develop leadership skills through roles such as pupil leadership teams, mental health ambassadors, playground leaders and sports ambassadors.

The promotion of British Values and the Ashdene RESPECT values further supports pupils in developing a strong sense of identity, belonging and responsibility.

Social development is supported through opportunities including parent tour guides, parent open sessions, shared experiences and opportunities for pupils to communicate with different members of the school community.

Health and wellbeing are promoted through extracurricular activities, the school's healthy lunch approach and opportunities to participate in physical activity.

Pupils' understanding of the wider world is developed through finance-related activities, money sense learning, careers education, charity fundraising and wider community experiences.

Emotional literacy is developed through a consistent whole-school approach, including time-to-talk opportunities and Zones of Regulation.

Spiritual development is supported through class assemblies and opportunities to engage with visitors from the wider community.

Adaptations/SEND

The PSHE and RSHE curriculum is designed as an inclusive provision for all pupils.

Teachers adapt their teaching to meet the needs of pupils in their class, ensuring that learning is accessible, appropriate and meaningful.

Teaching is age-appropriate, developmentally appropriate and accessible to pupils with SEND. Adaptations may include changes to language, vocabulary, resources, grouping, pace, repetition and opportunities for individual support.

We recognise that some pupils, particularly those with SEND, may be more vulnerable to exploitation, bullying, harmful sexual behaviour, abuse, difficulties in understanding relationships and social situations, and other safeguarding risks.

For this reason, PSHE and RSHE play a particularly important role in supporting these pupils.

For pupils with an Education, Health and Care Plan, teachers use the guidance provided within the plan to inform teaching approaches. Where necessary, teachers seek additional support from the SENDCo.

The curriculum supports preparation for adulthood by developing pupils' independence, communication, self-advocacy, understanding of relationships, personal safety and help-seeking skills.

Safeguarding

PSHE and RSHE form an important part of the school's safeguarding provision.

Teachers understand that pupils may make disclosures relating to their safety or wellbeing during lessons. All disclosures and safeguarding concerns must be dealt with in accordance with the school's Child Protection and Safeguarding Policy.

Staff will not promise pupils confidentiality where a safeguarding concern is disclosed.

Pupils will be told, in an age-appropriate way, how confidentiality works and what may happen if they share a concern.

Staff recognise that sensitive lessons may result in pupils requiring additional support. Appropriate time and staffing are provided where necessary.

The curriculum supports pupils to:

- recognise unsafe situations;
- recognise emotional, physical and sexual abuse in an age-appropriate way;
- understand personal boundaries and privacy;

- understand that their body belongs to them;
- recognise inappropriate or unsafe contact;
- identify trusted adults;
- report concerns;
- seek help for themselves or others;
- continue seeking help if their first attempt does not result in support.

Pupils are taught clearly that being a victim of abuse or harm is never their fault.

Staff remain vigilant to risks including:

- online harm and exploitation;
- grooming;
- child criminal exploitation;
- peer-on-peer abuse;
- harmful sexual behaviour;
- sexual harassment;
- domestic abuse;
- bullying and cyberbullying;
- Female Genital Mutilation (FGM);
- forced marriage;
- inappropriate online contact and image sharing;
- other forms of abuse or exploitation.

Where relevant and age-appropriate, pupils are taught about the legal framework surrounding these issues.

Relationships Education

Relationships Education is compulsory at primary level and is delivered progressively through Ashdene's question-based PSHE curriculum.

By the end of primary school, pupils will have developed knowledge and skills relating to:

- families and people who care for them;
- caring friendships;
- respectful and kind relationships;
- online relationships and online safety;
- being safe.

Families and people who care for me

Pupils learn:

- why families are important in helping children grow up safe and happy;
- that families can provide love, security and stability;
- characteristics of safe and happy family life;
- that families may look different;
- that different family structures should be treated with respect;
- that stable and caring relationships support children's wellbeing;
- about marriage and civil partnerships as legally recognised relationships;
- how to recognise when a family relationship makes them feel unhappy or unsafe;
- how and where to seek help.

The school recognises and positively represents a range of family structures, including single-parent families, same-sex parents, grandparents, foster families, adoptive families, kinship carers and families in which children have caring responsibilities.

Caring friendships

Pupils learn:

- how friendships contribute to happiness and security;
- how to develop caring and welcoming friendships;
- that people may experience loneliness and that there is no shame in talking about it;
- the importance of mutual respect, honesty, trustworthiness, loyalty, kindness, generosity and support;
- that friendships may have difficulties and disagreements;
- how to manage conflict;
- that violence is never an appropriate response to conflict;
- how to recognise when a friendship is making them unhappy or uncomfortable;
- how to seek support.

Respectful and kind relationships

Pupils learn:

- to recognise the needs and preferences of others;
- how to balance different people's needs and wishes;
- how to establish and respect healthy boundaries;
- how to communicate effectively;
- how to express needs and boundaries assertively;
- the difference between being assertive and being controlling;
- that being kind to others should not mean neglecting their own needs;
- how to manage disappointment and frustration;
- the importance of self-respect and self-esteem;
- how identity, strengths and interests contribute to self-esteem;
- different forms of bullying, including online bullying;
- the role of bystanders in reporting bullying;
- what stereotypes are and how stereotypes can contribute to unfairness and bullying;
- how to seek help when concerned about violence or harm.

Online relationships and safety

Pupils learn that the principles of respectful relationships apply online as well as face to face.

They learn:

- how to communicate respectfully online;
- how to resist pressure to share personal information or images;
- how people may behave differently online;
- that people may pretend to be someone else online;
- how to recognise harmful contact and content;
- the risks associated with communicating with people they have never met;
- the importance of privacy and location settings;
- that personal information should be protected;
- that material shared online may be copied, circulated and difficult or impossible to remove completely;
- that social media and some online services have minimum age requirements;
- where to seek help about online concerns.

Being safe

Pupils learn:

- what appropriate boundaries look like;
- about privacy and safe and unsafe secrets;
- that their body belongs to them;
- about appropriate, inappropriate and unsafe contact;
- how to respond safely to adults they know and do not know;
- how to recognise harmful or dangerous relationships;
- how to identify trusted adults;
- how to report abuse or concerns;
- how to seek advice and support;
- to keep seeking help until they are heard.

Health Education

Health Education is delivered through the question-based PSHE curriculum and is interwoven throughout the school curriculum.

Mental wellbeing and general wellbeing

Pupils learn:

- the importance of physical health and mental wellbeing;
- that a range of emotions is normal;
- how to recognise and describe feelings;
- how to use a varied vocabulary for emotions;
- that worrying and feeling down can happen to everyone;
- how to judge whether feelings and behaviour are proportionate and appropriate;
- that loneliness and isolation can affect wellbeing;
- the impact of bullying and cyberbullying on mental wellbeing;
- about change, loss and bereavement;
- that grief is a natural response to bereavement and that people grieve differently;
- where to seek support;
- that mental health difficulties can affect people and that early support can help.

Pupils are taught strategies to support self-regulation, resilience, perseverance and wellbeing.

Wellbeing online

Pupils learn:

- the positive and negative aspects of internet use;
- how online relationships can support, but not necessarily replace, meaningful face-to-face relationships;
- the benefits of limiting screen time;
- the effects of excessive device use;
- how online content can affect physical and mental wellbeing;
- how to behave respectfully online;
- why social media, apps and online games may have age restrictions;
- risks associated with online gaming and game monetisation;
- scams, fraud and other financial harms;
- that gaming can become addictive;

- how to take a critical approach to online information;
- how search engines and online information may be selected and targeted;
- online abuse, bullying and harassment;
- privacy, personal data and consent;
- how and where to report online concerns.

Where relevant to pupils' age, maturity and circumstances, the curriculum will address emerging online risks, including fake accounts, harmful online content, AI-generated material, manipulated images and deepfakes.

Physical health and fitness

Pupils learn:

- the physical and mental benefits of an active lifestyle;
- the importance of regular physical activity;
- the risks associated with an inactive lifestyle;
- how to incorporate physical activity into everyday life;
- how to seek support when concerned about their health.

Healthy eating

Pupils learn:

- what constitutes a healthy and balanced diet;
- about nutrition and nutritional content;
- the importance of a healthy relationship with food;
- how to plan and prepare healthy meals;
- the characteristics and risks of an unhealthy diet;
- how food choices can affect health and wellbeing.

Drugs, alcohol, tobacco and vaping

Pupils learn factual, age-appropriate information about legal and illegal harmful substances, including:

- alcohol;
- smoking;
- vaping;
- nicotine;
- nicotine pouches;
- illegal drugs.

They learn about the physical and mental health risks associated with substance use and the risks of nicotine addiction.

Health protection and prevention

Pupils learn:

- how to recognise early signs of physical illness;
- about safe and unsafe exposure to sunlight;
- how to protect their skin;
- the importance of sufficient good-quality sleep;
- the recommended amount of sleep for their age;
- how screens can affect sleep;

- the importance of dental health;
- brushing teeth twice a day with fluoride toothpaste;
- personal hygiene and the spread of germs;
- effective handwashing;
- vaccination and immunisation using factual, age-appropriate information.

Personal safety

Pupils learn about hazards that may cause harm or injury, including fire risks.

They develop understanding of how to stay safe around:

- roads;
- railways and level crossings;
- water.

Pupils learn how to recognise risk and reduce the likelihood of harm.

Basic first aid

Pupils learn:

- how to make a clear and efficient call to emergency services;
- what information emergency services require;
- the importance of reporting an emergency rather than filming it;
- basic first-aid responses to common injuries and ailments;
- how to respond appropriately to head injuries.

Developing bodies

Pupils learn about:

- growth and development;
- the human lifecycle;
- puberty as part of development;
- physical and emotional changes during puberty;
- personal hygiene;
- privacy and boundaries;
- the correct names for body parts, including penis, vulva, vagina, testicles, scrotum and nipples;
- the fact that these body parts are private;
- how to communicate and maintain personal boundaries;
- the menstrual cycle;
- menstruation and menstrual wellbeing.

The school will provide sensitive support for pupils who menstruate, including access to period products where required.

Puberty and changing adolescents

Teaching about puberty and the changing adolescent body is statutory Health Education and is delivered through the question-based PSHE curriculum.

This learning is identified in year-group curriculum plans and is delivered at an appropriate stage of pupils' development.

Pupils learn about physical and emotional changes, personal hygiene, body privacy, body boundaries and menstrual wellbeing.

Parents cannot withdraw pupils from statutory Health Education or from statutory science content, including relevant content relating to puberty and reproduction.

Sex Education

Sex education is not compulsory at primary school beyond the statutory science and Relationships and Health Education requirements.

Ashdene Primary School provides age-appropriate sex education about human reproduction as part of its wider PSHE curriculum.

The school currently teaches:

- **Year 5 – conception**
- **Year 6 – conception and birth**

Puberty is taught as part of statutory Health Education and is therefore not subject to parental withdrawal.

Any sex education beyond statutory Relationships Education, Health Education and science will be clearly identified in curriculum plans and communicated to parents in advance.

Parents will be consulted about the content of non-statutory sex education and will be given opportunities to understand the purpose and content of the teaching.

Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of the school's PSHE curriculum.

Before a withdrawal request is granted, the school will discuss the request with the parent and, where appropriate, the pupil. The purpose and content of the education will be explained and the possible implications of withdrawal considered.

A parent request to withdraw from primary sex education will be granted, except where the content forms part of the statutory science curriculum.

Parents cannot withdraw their child from:

- Relationships Education;
- Health Education;
- statutory science;
- statutory content relating to puberty or human reproduction taught through science.

Where a pupil is withdrawn from sex education, the school will provide appropriate and purposeful education during the period of withdrawal.

Teachers will handle questions from pupils about sex education that is not covered by the school's curriculum sensitively and appropriately. Depending on the nature of the question, pupils may be encouraged to discuss the matter with a parent/carer or trusted adult. Staff may seek support from the PSHE/RSHE lead, Headteacher or safeguarding lead.

Equality, Diversity and Inclusion

This policy supports the school's Equalities Plan and reflects the Equality Act 2010.

At Ashdene Primary School, we promote respect for all and value every individual.

Pupils learn about diversity, inclusion, equality and respect through PSHE, Relationships Education and No Outsiders.

The curriculum represents different family structures and supports pupils to understand that people may have different backgrounds, characteristics, beliefs, experiences and circumstances.

The school will ensure that teaching does not discriminate against pupils or amount to harassment.

Where relevant, the school will teach the facts and law relating to protected characteristics in an age-appropriate way.

The school will challenge bullying, prejudice, discriminatory language, sexism, homophobia and stereotypes.

Where topics are contested, teachers will present relevant facts and applicable law accurately and will not present a contested view as established fact.

Working with Parents and Carers

The school recognises the importance of working in partnership with parents and carers.

The school will provide parents with information about:

- the content of PSHE and RSHE;
- what is taught and when;
- non-statutory sex education;
- curriculum materials;
- any external providers used;
- parental withdrawal arrangements.

The school will make all curriculum materials used to teach RSHE available to parents on request.

The role of the Headteacher and Governing body

The governing body or relevant trustees will ensure that:

- the school has an up-to-date policy;
- pupils have appropriate opportunities to make progress;

- teaching is accessible to pupils with SEND;
- curriculum content and teaching materials align with statutory guidance;
- parents receive clear information about content, materials, providers and withdrawal arrangements;
- the policy is reviewed appropriately;
- the school fulfils its safeguarding and equality responsibilities.

The Headteacher and PSHE/RSHE subject leader are responsible for implementation.

The PSHE/RSHE subject leader is responsible for curriculum development, monitoring, staff support and evaluation.

Monitoring and Review

PSHE learning is assessed through observation, discussion, questioning, pupil voice and pupils' application of knowledge and skills in lessons and across school life. Assessment is used to identify misconceptions, monitor progress and inform future teaching.

The PSHE/RSHE Lead monitors the quality and impact of the curriculum through pupil voice, curriculum reviews, lesson visits, staff discussions and assessment information. Monitoring ensures that the curriculum remains inclusive, appropriately sequenced, responsive to pupils' needs and meets statutory requirements.

The effectiveness of the PSHE and RSHE curriculum is evaluated regularly and findings are used to inform ongoing curriculum development.

The Governing Body oversees the implementation of this policy and receives updates on curriculum provision, monitoring findings and any significant changes to statutory requirements.

This policy and the PSHE/RSHE curriculum will be reviewed annually, or sooner in response to changes in statutory guidance, safeguarding requirements or identified school needs.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the year and are reinforced in every lesson. These rules are underpinned by the Ashdene RESPECT values:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other’s privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues may arise during PSHE and RSHE.

Teachers will:

- prepare pupils appropriately;
- provide factual and age-appropriate information;
- avoid unnecessary or inappropriate detail;
- encourage respectful discussion;
- acknowledge that pupils may have different experiences and beliefs;
- avoid language that stereotypes or stigmatises pupils;
- follow safeguarding procedures where concerns arise;
- seek advice from the PSHE/RSHE lead, Headteacher or DSL where necessary.

Where applicable, legal requirements will be taught factually.

The school will not deliberately expose pupils to inappropriate or unnecessarily alarming content.

If an emerging safeguarding issue requires teaching outside the published curriculum, the school will consider the age and maturity of pupils, inform parents where appropriate and provide relevant materials on request.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSHE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL / DDSL if they are concerned.

Our school believes that RSHE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. This should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Links to other policies and curriculum areas

This policy should be read alongside relevant school policies and statutory guidance, including:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Equality Policy / Equalities Plan;
- SEND Policy;

- Online Safety Policy;
- Science curriculum;
- Computing curriculum;
- PE curriculum;
- Attendance Policy where relevant;
- KCSIE;
- Working Together to Safeguard Children;
- SEND Code of Practice;
- relevant Department for Education RSHE statutory guidance.

Confidentiality and Child Protection/Safeguarding Issues

Pupils are taught that staff cannot promise absolute confidentiality.

If a pupil shares information that indicates that they or another person may be at risk of harm, staff will follow the school's safeguarding procedures and inform the Designated Safeguarding Lead or deputy as appropriate.

Only those who need to know will be involved in responding to a safeguarding concern.

Pupils will be supported throughout the process and will be informed, in an age-appropriate way, about what may happen next.

All staff delivering PSHE and RSHE will receive appropriate safeguarding information and training.