



# RSE & PSHE Policy

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# 1. Policy Statement

This policy sets out how the school will deliver Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education in line with the Department for Education’s 2026 statutory requirements. RSHE will be factual, inclusive, age and developmentally appropriate, and taught within a safe and respectful environment. It will comply with the Equality Act (2010), Keeping Children Safe in Education (KCSIE), and current DfE guidance.

# 2. School-Specific Information

<p>Local Values / Ethos Statement</p>	<p>Our RSHE curriculum supports our mission to help every child develop the skills, resilience and confidence to thrive in a safe, inclusive community.</p> <p>Rooted in our vision of strong character, integrity and aspiration, RSHE helps pupils become respectful, culturally aware individuals who build positive relationships and communicate effectively.</p> <p>Underpinned by our core values—Inclusion, Respect, Honesty, Resilience, Togetherness and Aspiration—RSHE promotes:</p> <ul style="list-style-type: none"> <li>• healthy, respectful relationships</li> <li>• understanding of diversity and equality</li> <li>• confident communication</li> <li>• emotional wellbeing and resilience</li> <li>• a strong sense of belonging</li> </ul>
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	<p>We celebrate our diverse community and ensure RSHE is inclusive, accessible and relevant to all, respecting different backgrounds while promoting equality and challenging prejudice.</p> <p>RSHE also supports safeguarding by helping pupils stay safe, understand consent and make informed choices about their wellbeing.</p> <p>We work closely with parents and carers, valuing open communication and partnership. In line with our ethos of “working as one to be the best we can be”, RSHE helps develop confident, responsible and respectful individuals ready for the future.</p>
<p>Coverage</p>	<p>PSHE is taught weekly for 30 minutes, covering three core themes: Health and Wellbeing, Relationships, and Living in the Wider World.</p> <p>Our “Skills for Life” focus is delivered through weekly whole-school assemblies and is consistently reinforced within the classroom and across the school environment.</p> <p>Year group-specific RSHE objectives are taught during RSHE Week in Spring 1. Our approach is also responsive, allowing us to address any issues or topics that arise with the children as needed.</p>

Named RSHE Lead	S. Clark
Named Link Governor	S. Akin
How RSHE is communicated to parents (website links, newsletters, sessions)	<p>The PSHE and RSHE curriculum is shared with parents through information provided on the subject pages of our school website.</p> <p>RSHE Week is communicated to parents through consultation and a letter sent via Arbor, outlining the learning for each year group.</p> <p>Regular updates are also provided through our school Facebook page, website, blogs, and newsletters.</p>

### 3. Aims of RSE and PSHE

1. Develop knowledge, skills and attitudes for safe, respectful relationships, including understanding consent and personal boundaries.
2. Recognise and manage risk on- and offline (digital consent, data privacy, scams, monetisation, deepfakes/AI-generated content).
3. Understand physical health, mental wellbeing and emotional literacy, including help-seeking.
4. Understand puberty, reproductive and menstrual health; at secondary/post-16, cover women's health topics such as menopause and endometriosis.
5. Make safe choices regarding substances, peer influence and exploitation; know the law and how to get help.
6. Develop life skills including first aid, health protection, and digital literacy.

### 4. Statutory Content

All Synergy Schools will ensure their curriculum includes statutory content.

## 4.1 Relationships Education (Primary & Secondary)

- Families and people who care for us; diversity of families
- Friendships and respectful relationships; bullying and discrimination
- Consent and boundaries; sequential consent learning
- Online relationships and digital behaviour

## 4.2 Sex Education (Secondary)

- Intimate relationships, sexual health, contraception and STIs
- Pregnancy choices and where to seek support
- Law relating to sex, relationships and images
- Addressing harmful narratives (e.g., misogyny, incel culture)

## 4.3 Health Education

- Mental wellbeing, emotional regulation and resilience
- Physical health, fitness and healthy eating
- Risk behaviours: smoking, alcohol, vaping and drugs
- Health protection: vaccinations, dental health, hygiene, sleep and sun safety
- Online safety: AI/deepfakes, fraud, scams, digital consent and data privacy
- Basic and age-appropriate first aid

## 4.4 SEND RSHE Requirements

- Adaptations including visuals/symbols, modelling, overlearning and personalised pacing
- Explicit teaching of boundaries, body autonomy and safe choices
- Accessible communication and assessment methods

# 5. Curriculum Design

All Synergy Schools will:

- Embed safeguarding content and cross-curricular links (Science, Computing, PE, RE).
- Use high-quality, evidence-informed resources (e.g., PSHE Association-aligned, POL-Ed, NHS/public health).

The PSHE and RSHE curriculum is carefully designed to follow statutory guidance while being tailored to the individual context and needs of our children. RSHE-specific objectives are taught discretely to ensure clear progression in knowledge and understanding, while broader aspects of Relationships Education are delivered across the year through weekly PSHE sessions. The curriculum is responsive and adaptable, enabling staff to address emerging needs, current issues, and the developmental stages of pupils. It promotes a holistic approach to personal development, ensuring that learning is relevant, inclusive, and supportive of pupils' wellbeing and life skills.

## 6. Teaching and Learning

All Synergy Schools will teach content through:

- Discrete RSHE/PSHE lessons complemented by assemblies, theme weeks and enrichment.
- Trauma-informed and inclusive pedagogy; safe-space protocols and accurate, inclusive language.
- SEND adaptations and reasonable adjustments as standard practice.

PSHE is taught weekly through three core themes: Health, Wellbeing and Mental Health; Relationships; and Living in the Wider World, ensuring a broad and balanced approach to pupils' personal development. As a school, we have developed a *Skills for Life* curriculum which is carefully woven into our PSHE provision. These key skills are taught discretely through weekly whole-school assemblies and then reinforced and applied within classroom learning. Statutory RSHE is delivered discretely within year groups during the Spring 1 term, allowing for focused and age-appropriate teaching of key objectives. Parents are informed of this via Arbor and are given an opportunity to discuss with their child's class teacher or the RSHE lead. These objectives are built upon year on year, ensuring clear progression in knowledge, understanding, and skills. Overall, the curriculum is designed to be cohesive, progressive, and responsive to the needs of all pupils.

## 7. Safeguarding and Handling Sensitive Issues

All Synergy Schools will:

- Follow school safeguarding procedures for disclosures; do not promise confidentiality.
- Signpost pupils to appropriate internal and external support.
- Ensure teaching does not stigmatise individuals or groups and complies with the Equality Act (2010).

Safeguarding is a central priority during PSHE and RSHE lessons, with staff creating a safe, supportive environment where children feel confident to ask questions and explore sensitive topics. Pupils are supported to identify trusted adults they can talk to both in and out of school. Staff remain vigilant throughout sessions and follow established school procedures, reporting any concerns promptly using *MyConcern* in line with safeguarding policy. Any urgent concerns are immediately escalated to the Designated Safeguarding Lead (DSL). Where appropriate, additional internal support is provided through discussions with the Senior Leadership Team (SLT), including access to the Enhancement Officer, Bubble provision, or the school counsellor, ensuring that all pupils are appropriately supported.

## 8. Parental Engagement and Consultation

All Synergy Schools will:

- Publish policy and curriculum overviews; provide parent information sessions prior to sensitive units.
- Explain the right to withdraw from non-statutory sex education only and provide alternative meaningful education.
- Establish feedback loop for parents and carers.

Parental engagement in PSHE and RSHE is actively promoted to ensure transparency and partnership. The curriculum for both PSHE and RSHE is published on the school website, allowing parents to access and understand the content being taught. Discrete RSHE objectives are communicated through Arbor, providing clear and timely information. Parents are also given ample opportunities to discuss any questions, worries, or concerns with the school. In line with statutory guidance, parents are offered the option to withdraw their children from RSHE sessions, ensuring their views are respected while maintaining open communication.

## 9. Assessment and Monitoring

All Synergy Schools will:

- Assess understanding, application and personal development using age-appropriate methods.
- Use pupil voice, work samples/portfolios and lesson observations to evaluate impact.
- Participate in the Trust RSE QA cycle and act on findings.

## 10. Staff Training

All Synergy staff will receive training on:

- Safeguarding boundaries in RSHE; managing sensitive discussions.
- Online safety (including AI/deepfakes), women's health, harmful sexual behaviours.
- SEND RSHE adaptations and first aid teaching competence.

## 11. Roles & Responsibilities

### Trust Level

- DCEO / Executive Team: Strategic oversight and compliance.
- School RSE/PSHE Lead: Policy, curriculum, CPD and QA.
- School SENDCo: SEND adaptations and guidance.

### School Level

- Headteacher: Ensures statutory compliance and resourcing.
- DSL/Deputies: Safeguarding oversight and staff advice.
- Governors: Monitor policy implementation and impact.

Staff training for PSHE and RSHE is supported through a structured programme of development and monitoring. The PSHE and RSHE coordinator is allocated two subject leadership days alongside the Head of School to review, develop and adapt the curriculum in line with current government guidance. Staff meetings are used to carry out book looks, subject monitoring and action planning to ensure high-quality provision across the school. Additional release time is provided for the coordinator to observe teaching and learning and gather pupil voice, helping to ensure consistency and impact. Regular staff meeting time is also used for the subject leader to share updates clearly and promptly. Planning and resources are shared

via Microsoft SharePoint, ensuring all staff have easy access to up-to-date materials and guidance.

## 12. Inclusion and Equalities

All Synergy School Leaders will:

- Ensure content reflects diversity of families, identities and beliefs.
- Ensure staff avoid stereotypes and discriminatory language; challenge prejudice-based behaviour.
- Provide accessible formats for SEND and EAL learners.

## 13. Policy Review

- This policy will be reviewed annually or sooner if guidance changes.
- Following parental consultation and as part of Trust QA and governor scrutiny.

## Appendices

### Appendix A – School RSHE Curriculum Map

At Boundary out specific RSHE curriculum is taught discretely in Year groups during Spring 1. To deliver this curriculum we use the Christopher Winter Project to support our planning.

#### RSHE Curriculum Overview

Reception	<b>Family and Friendship</b> <ul style="list-style-type: none"> <li>• Recognise the importance of friendships</li> <li>• Recognise the importance of saying sorry and forgiveness</li> <li>• Recognise all families are different</li> </ul>
Year 1	<b>Growing and Garing for Ourselves</b> <ul style="list-style-type: none"> <li>• Understand that everyone is different</li> <li>• Discuss how people grow and change</li> <li>• Explore different types of families</li> <li>• To know who to ask for help when we feel unsafe</li> </ul>
Year 2	<b>Differences</b>

	<ul style="list-style-type: none"> <li>• Identify difference between males and females</li> <li>• Introduce concepts of gender stereotypes</li> <li>• Explore some differences between males and females and understand how this is part of the lifecycle</li> <li>• To understand how sexes differ and name different body parts</li> </ul>
Year 3	<p><b>Valuing differences and keeping safe</b></p> <ul style="list-style-type: none"> <li>• Know that people are unique and respect their differences</li> <li>• Explore the differences between males and females</li> <li>• Discuss appropriate and inappropriate physical contact and consent</li> <li>• Explore a range of different families</li> </ul>
Year 4	<p><b>Growing up</b></p> <ul style="list-style-type: none"> <li>• Explore the human lifecycle</li> <li>• Identify basic facts about puberty</li> <li>• Explore how puberty is linked to reproduction</li> <li>• Explore respect in a range of different relationships</li> <li>• Explore the characteristics of a healthy relationship</li> </ul>
Year 5	<p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>• Explore the physical and emotional changes that occur during puberty</li> <li>• Understand male/female puberty in detail</li> <li>• Explore the impact of puberty on your body and the importance of physical hygiene</li> <li>• Know who can support you during puberty</li> </ul>
Year 6	<p><b>Puberty, Relationships and Reproduction</b></p> <ul style="list-style-type: none"> <li>• Explore how puberty links to reproduction</li> <li>• Explore the importance of communication and respect in all relationships</li> <li>• Consider different ways people might start a family</li> <li>• Explore positive and negative ways of communicating in a relationship</li> </ul>

Throughout the academic year all classes revisit elements of the Relationships element of the PSHE curriculum during our weekly lessons.

## Appendix B – Parent Consultation Summary

**[Summarise consultation process, dates, feedback themes and responses]** [Click to enter school-specific text]

## Appendix C – SEND RSHE Adaptation Model

### **Acorns and Blossom RSE curriculum**

#### **Context**

Acorns Class: KS1/Reception

Blossom Class: KS1/2

#### **All pupils have an EHCP and SEND**

*“Pupils with special educational needs and disabilities (SEND) 75. Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood,<sup>14</sup> as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special schools.”*

*“76. Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.”*

At Boundary Primary School our Relationships and Sex Education (RSE) curriculum is fully aligned with Department for Education (DfE) statutory guidance and underpinned by a commitment to inclusion, communication, and pupil engagement.

We ensure high levels of engagement by embedding RSE within our broader communication offer. Using a Total Communication approach, we support pupils to develop both their understanding and expression of emotions. This includes explicit teaching of emotional literacy, recognising social norms, and developing the skills needed to communicate feelings effectively. Staff model appropriate responses to emotions and support pupils to regulate and channel their feelings in a safe and constructive way.

A key focus of our curriculum is enabling pupils to build and sustain positive relationships. Pupils are explicitly taught how to coexist successfully with others, including sharing space, turn-taking, cooperating, and developing appropriate relationships. Through guided

interactions and modelling, pupils learn to respond appropriately to others and develop co-regulation skills.

Our RSE curriculum is delivered both through discrete teaching and is also embedded consistently within daily practice. We operate a spiral curriculum model, where key themes are revisited over time and prior knowledge is built upon progressively to deepen understanding and independence.

The curriculum is responsive and relevant to pupils’ individual needs and experiences. Learning is not confined to planned lessons; staff respond in the moment to real-life situations, ensuring that teaching is meaningful and contextualised. Our skilled staff team know pupils well and adapt teaching accordingly to maximise engagement and impact.

We are committed to creating safe, inclusive classroom environments where all pupils feel respected, valued, and able to participate fully in their learning.

## **Framework**

**The following aspects of the framework will be responsive and covered throughout the school week in both free and structured time** (*For example during the good morning song, at playtime, when using the bathroom and when sitting together/sharing a space.*)

Recognition of feelings	How to share co-exist/	How to take/ wait	How to respond/communicate with both adults and peers	How to engage with the world	Develop sense of self	Know body parts
Understand private parts of the body	Self-help skills	Healthy boundaries	Healthy adult relationships	My family	Regulation	Peer relationships

### **Discrete teaching topics covered in weekly sessions.**

<b>Discrete</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Acorns (Year 1)	Identity/My body	Family	Friendships	Healthy lifestyles	Staying safe	People who help us
Acorns (Year 2)	Identity/My body	Family	Friendships	Healthy lifestyles	Staying safe	Transition
Blossom (Year 3)	Identity/My body	Family	Friendships	Healthy lifestyles	Staying safe	People who help us



## **Assessment**

Pupils all have individual targets linked to their EHCP through the Assess, Plan, Do, Review cycle (ADPR). These are assessed regularly (At least 3x per year)

School also uses the Cherry Garden assessment tool to track progress for each pupil individually. This assessment tool tracks the small steps of progress pupils make and allows us to plot next steps clearly and coherently.

## **Examples of resources used to support communication**

### **Broad coverage**

**Identity/My body:** Who am I? What's my name? What are my likes/dislikes? How do I show my likes/dislikes? How do I communicate? How do I regulate? What am I good at? I am aware of my emotions, I can demonstrate different emotions, I can recognise different emotions, I can label emotions. I can allow an adult to co-regulate with me/soothe me. I can transition to the next activity, next area of school, from lunch to the next classroom etc.

**Body parts:** I can name them? What do I use my hands, feet etc for? I can use my senses, take part in appropriate sensory regulation activities, seek out regulation activities. NSPCC pants. (In year 6 if pupils are ready the puberty will be explored) Correct body names will be always used.

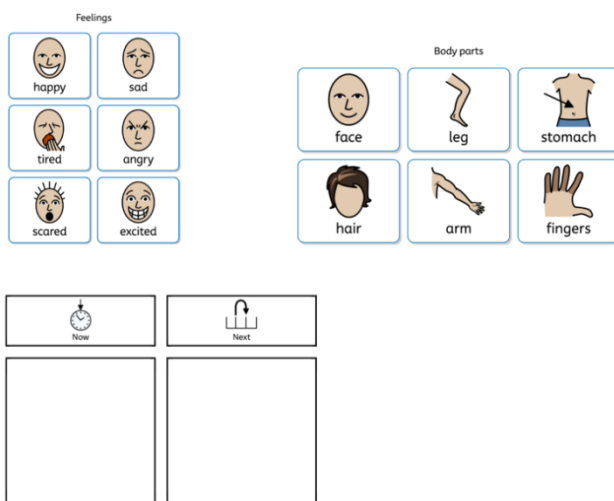
**Family:** Who is in my family? I can separate from my caregiver. Can I recognise my family? I can choose between family member pictures, I can role play with household objects, dolls etc. I can identify people at different stages of life. Baby-child-teen etc

**Friendships:** I can be near other pupils, wait, share, turn take. I can play alongside/with peers. I can make choices between children. I can show affection towards a peer. I can seek out others. I know other children’s names, faces.

**Healthy lifestyles:** I can make progress against my on physical targets, I can join in with physical activity. I can make choices between different foods. I can try new things or tolerate them on my plate; I can get the correct amount of sleep. I can

**Staying safe:** I can recognise familiar, trusted adults, I can respond to voice, touch, facial expressions I can develop secure attachment. I can express discomfort, distress, or preference. I can experience appropriate touch (gentle, safe, respectful) I can understand daily sequences. Using the internet, staying safe online, parental controls. Using appropriate games online. I can navigate safely around school and in the community (Crossing roads/water)

**Examples of resources used to support communication**



## Appendix D – External Agencies and Partnerships

**List relevant partners and purpose of engagement:**

Field	Entry
School Nursing	Support with lessons
Police/Pol-Ed	Lesson plans and police deliver lessons
St John Ambulance	First Aid Lessons

