St Thomas the Martyr C.E. Primary School

PSHE, Citizenship, Relationships, Sex and Health Education (RSHE) Policy

Updated for the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance in force from 1 September 2026.

Rationale

This policy covers our approach to Personal, Social and Health Education (PSHE), including Relationships, Sex and Health Education (RSHE) and Citizenship.

For this policy, the term RSHE is used when referring collectively to Relationships Education, Relationships and Sex Education (RSE) and Health Education. Relationships Education and Health Education are statutory at primary school; our approach to any sex education links to the statutory science curriculum.

At St Thomas the Martyr C.E. Primary School, we believe PSHE enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. This is underpinned through our school values of respect, service, perseverance, trust, kindness, forgiveness and friendship, which also link closely to our Christian and British values.

Our PSHE and RSHE curriculum gives pupils the knowledge and skills they need to make informed and ethical decisions about their wellbeing, health and relationships, to recognise when things are not right, to seek help, and to develop resilience, self-worth, honesty, integrity, courage, kindness and trustworthiness. Teaching is age-appropriate, carefully sequenced, inclusive, relevant and responsive to pupils' needs, and forms part of a whole-school approach to safeguarding, wellbeing and personal development.

This policy reflects the revised Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from 1 September 2026.

Aims

Our school's overarching aims and objectives for our pupils are:

- Children develop a sense of their own identity including personal qualities, attitudes, skills and achievements in order to promote high self-esteem and confidence.
- To know and understand what constitutes a healthy, balanced lifestyle including physical, social and emotional aspects.
- Know about the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Know some simple self-care techniques.

- Know about the benefits of rationing time spent online and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- Know about the risks associated with an inactive lifestyle, what constitutes a healthy diet and how and when to seek support if they are worried about their physical health.
- To understand that stable, caring relationships, which may be of different types, are at the heart of happy families.
- To understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- Children know how to recognise if a family relationship or friendship is making them feel unhappy or unsafe, and how to seek help or advice if needed.
- To understand that other families may look different from their own and that these differences should be respected.
- To understand that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
- Know that in school and wider society they can expect to be treated with respect by others and should show due respect to others, including those in positions of authority.
- Know about different types of bullying, including cyberbullying, its impact, the responsibilities of bystanders and how to get help.
- Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- To have respect for all people and promote diversity, dignity and equality.
- To develop self-confidence, self-esteem and self-awareness to make informed choices regarding personal and social issues.
- To make positive choices regardless of peer pressure.
- To be aware of our rights and responsibilities and those of others, and understand that the way we act and think can impact on others.
- To develop awareness of enterprise and economic understanding.
- Children understand the importance of looking after their teeth and how they can do this.
- Children know that washing their hands thoroughly can prevent the spread of infectious diseases.
- Understand that looking after their mental health may mean talking to someone about how they are feeling.
- Children recognise and talk about their emotions and understand that people can experience poor mental health.
- Children know that if they are struggling with anxiety or mental health issues there are trusted adults and appropriate services who can help.
- Children know some basic first aid and how to call the emergency services if necessary.
- Children know their bodies and emotions will change as they grow.

- Children learn to respect their own bodies and the bodies of others, understand their right and the right of others to protect their bodies from inappropriate or unwanted behaviour, and know who they can ask for help.
- Children know how to report concerns or abuse and develop the vocabulary and confidence needed to do so.
- Children learn the correct anatomical names for body parts, including genitalia, in an age-appropriate way so that they can communicate accurately about their bodies, health and safety.
- Children learn strategies for managing disagreements and conflict, maintaining healthy relationships, recognising who they can trust and seeking help when a relationship does not feel safe or right.
- Children learn strategies for recognising and managing loneliness and understand that support is available.
- Children develop digital literacy and online safety knowledge, including age restrictions, privacy, personal information, location settings, harmful or inappropriate content and how to report concerns.
- Children learn to think critically about online information and understand age-appropriate risks relating to scams, fraud, gambling-style features and video-game monetisation.
- Children develop personal safety knowledge, including recognising hazards, reducing risk, fire safety and travel safety, including water, road and rail safety.
- Children learn, in an age-appropriate way, about the facts and risks associated with vaping and other harmful substances.
- Children understand that change, separation, loss and bereavement can cause a range of feelings and that people experience and respond to grief in different ways.

Intent, Implementation and Impact

Intent

At St Thomas the Martyr C.E. Primary School, our intention is to provide a broad, balanced and age-appropriate PSHE and RSHE curriculum that enables pupils to develop the knowledge, skills, attitudes and values they need to lead safe, healthy, confident and responsible lives.

Our curriculum supports pupils to understand themselves and others, build and maintain healthy relationships, recognise and manage emotions, make informed choices and know how and when to seek help. It prepares pupils for the opportunities, responsibilities and experiences of later life while promoting respect, equality, diversity and an understanding of the wider world.

Our Christian values of respect, service, perseverance, trust, kindness, forgiveness and friendship underpin our provision and support pupils in becoming caring, responsible and respectful members of the school and wider community.

Implementation

PSHE and RSHE are taught through a carefully planned and sequenced curriculum which builds progressively on pupils' previous knowledge and experiences. Pupils receive a weekly dedicated PSHE session alongside learning that takes place through other curriculum areas, assemblies, enrichment opportunities and wider school life.

Teaching uses age-appropriate approaches including discussion, questioning, stories, scenarios, role play, debate, collaborative activities and opportunities for reflection. Teachers adapt teaching to meet the needs of their pupils, including making reasonable adjustments for pupils with SEND.

Learning is revisited and developed as pupils move through school so that pupils can deepen their knowledge and apply it in increasingly complex situations. Staff use assessment, pupil voice and observation to identify pupils' understanding, misconceptions and areas requiring further teaching.

Impact

The impact of our PSHE and RSHE curriculum is seen in pupils' developing knowledge, understanding, skills and confidence to make safe, healthy and responsible choices.

- demonstrate respectful and positive relationships;
- understand how to keep themselves physically and emotionally healthy;
- recognise safe and unsafe situations and relationships;
- know how and where to seek help;
- communicate concerns using appropriate vocabulary;
- understand how to keep themselves safer online and offline;
- demonstrate resilience and strategies for managing emotions, change and challenges;
- respect differences and challenge stereotypes and discrimination appropriately;
- understand their rights and responsibilities within school and the wider community; and
- be increasingly prepared for the opportunities, responsibilities and experiences of later life.

Impact is evaluated through teacher assessment, pupil voice, observation, scrutiny of learning, curriculum monitoring and discussions with staff and pupils. Findings are used by the PSHE/RSHE Subject Leader to identify strengths, gaps and priorities for future development.

Framework

PSHE, Citizenship and RSHE is taught throughout the whole school curriculum. This includes links with science, Physical Education (PE), computing and aspects of religious education (RE). Pupils will mainly be taught in their class groups. Where the school considers separate-group teaching appropriate, for example when learning about changing bodies, all pupils will receive consistent, accurate and age-appropriate information and will learn about changes beyond their own experience.

The curriculum supports high-quality, age-appropriate resources and teacher planning to ensure full coverage of the school's curriculum and statutory Relationships Education and Health Education requirements, including the additional and strengthened content in the 2026 guidance.

Curriculum principles

Our PSHE and RSHE provision reflects the guiding principles of the revised statutory guidance. It will:

- engage pupils and value pupil voice;
- engage parents and carers and provide appropriate transparency about curriculum content and materials;
- take a positive approach to relationships, health and wellbeing;
- be carefully sequenced and build on prior learning;
- be relevant and responsive to pupils' needs;
- use skilled, participative teaching;
- support a consistent whole-school approach.

Teaching and Learning

We use a range of teaching and learning styles with an emphasis on active learning, including discussion, investigation, problem-solving, role play, debate, circle time and collaborative work. The curriculum is adapted to meet the needs of each cohort and individual pupils.

- A weekly specific curriculum session taught by the class teacher, with additional responsive teaching when appropriate.
- Opportunities to develop intrapersonal, interpersonal and enquiry skills.
- Opportunities for drama, role play, debate, discussion, circle time and paired or small-group work.
- Opportunities arising from assemblies, school events and community activities.
- An Ask It Basket or equivalent safe mechanism enabling pupils to raise questions, concerns and worries.
- PSHE files of work or other age-appropriate methods for recording learning, reflections, assessment and pupil voice.
- Co-operative play and pupil leadership opportunities at playtimes and lunchtimes.
- In the EYFS, learning is closely linked to Personal, Social and Emotional Development and other relevant areas of the Early Years Foundation Stage.
- Road, travel and personal safety education through appropriate programmes and curriculum opportunities.
- Physical activity, healthy lifestyle opportunities and enrichment activities.
- Input from appropriately selected external visitors or agencies where this enhances planned curriculum learning.

PSHE and RSHE also take place throughout school life. All members of staff contribute to pupils' personal and social development and model respectful, safe and positive relationships.

Safeguarding and Managing Questions

PSHE and RSHE are integral to safeguarding. Teaching gives pupils knowledge, language and confidence to recognise when something may be wrong, identify trusted adults and seek help. Staff will create a safe and supportive learning environment and use agreed ground rules for sensitive discussions.

Pupils will be encouraged to ask questions. Questions will be answered honestly and in an age-appropriate way, taking account of the school's safeguarding responsibilities. Staff will not promise confidentiality. Any disclosure or safeguarding concern will be managed in line with the school's safeguarding and child protection procedures.

Special Educational Needs, Disability and Inclusion

PSHE and RSHE are taught to all pupils. Teaching will be appropriate to pupils' age, level of development and individual needs. Reasonable adjustments and appropriate differentiation will be made for pupils with special educational needs and disabilities (SEND) so that they can access, understand and engage with the curriculum.

Teachers will consider pupils' different starting points, communication needs and experiences, revisiting or reinforcing learning where appropriate. Teaching will promote dignity and respect and will challenge prejudice, discrimination and stereotypes.

Resources

Teachers have access to a wide range of resources through the PSHE Association resources and a range of supplementary resources to support delivery of the curriculum. External agencies such as the NSPCC, school health professionals, police and fire and rescue services may also be used where appropriate.

Resources will be selected carefully for age appropriateness, accuracy, safeguarding, accessibility and suitability for the planned learning. The school will be appropriately transparent with parents and carers about RSHE materials and curriculum content.

Assessment, Recording and Reporting

Teachers assess pupils' PSHE and RSHE learning through appropriate formative methods, including observation, discussion, questioning, pupil voice, written work and baseline/end-point activities. Assessment focuses on what pupils know, understand and can do, rather than pupils'

personal circumstances or experiences. Assessment is used to identify misconceptions, inform future teaching and support progression through the curriculum.

Curriculum coverage and progression are monitored by the PSHE/RSHE Subject Leader to identify strengths, gaps and areas requiring further development.

Parental and Carer Involvement

The school recognises parents and carers as important partners in children's education and is committed to engagement and transparency about PSHE and RSHE. Parents and carers will be given appropriate information about what is taught and opportunities to ask questions or discuss curriculum content with the school.

The policy will be available through the school's website arrangements and will be reviewed in consultation with appropriate staff and school governors. Information about the school's approach to sex education and any applicable parental right to request withdrawal from non-statutory sex education will be communicated to parents.

Monitoring and Review

The Headteacher and PSHE subject leader are responsible for monitoring standards, curriculum coverage and the quality of teaching and learning, with appropriate oversight from governors. Staff contribute to evaluation and identify areas for improvement in provision and resources.

This policy will be reviewed annually as part of the school's agreed review cycle and in line with statutory updates and changes.

Reviewed: September 2026

Next Review: September 2027

Miss R Ironside, PSHE/RSHE Subject Lead.