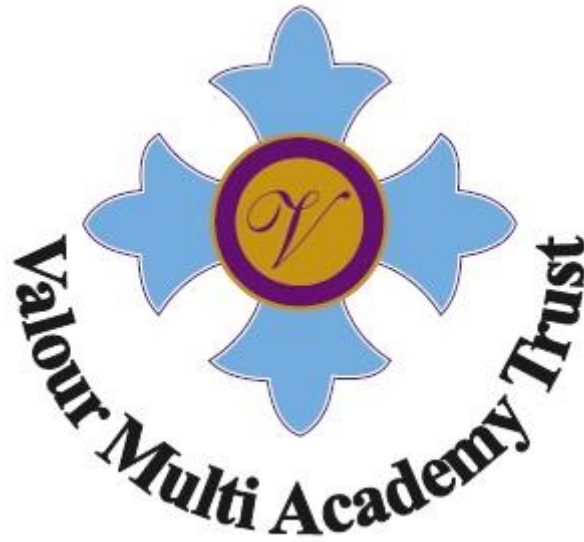




PSHE, Relationships
and Health Education (RHE)
Policy

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Approved by: Local Advisory Board.

Next review: July 2027

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1. Introduction.

This policy covers our school's approach to the teaching of Relationships and Health Education within a wider PSHE curriculum (Personal, Social, Health and Economic.)

It was produced by the PSHE Lead through consultation with the Senior Leadership Team.

Relationships and Health Education is defined as an understanding of healthy and respectful relationships and appropriate boundaries. We believe this is important for our pupils and our school because it supports pupils to grow into confident, caring, responsible and respectful young citizens.

2. Legal context.

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this PSHE policy also covers health education.

This PSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

- Anti-bullying
- Safe-guarding
- Drugs, Tobacco and Alcohol

In 2023, the Government appointed an expert panel to complete a first review of this subject. This review has introduced age limits, to ensure children aren't being taught about sensitive and complex subjects before they are ready to fully understand them.

The expert panel made it clear that the concept of gender identity - the sense a person may have of their own gender, whether male, female or a number of other categories - is highly contested and should not be taught. This is in line with a cautious approach taken in guidance on gender questioning children.

The panel concluded that along with other factors, teaching this theory in the classroom could prompt some children to start to question their gender when they may not have done so otherwise, and is a complex theory for children to understand.

2.1 What are the age limits?

In primary school, subjects such as the risks about online gaming, social media and scams should not be taught before year 3.

Puberty shouldn't be taught before year 4, whilst sex education shouldn't be taught before year 5, in line with what pupils learn about conception and birth as part of the national curriculum for science. At the time of writing, we do not intend to teach Sex Education other than that set out as part of the Science curriculum

There is some flexibility within the age ratings, as schools will sometimes need to respond to questions from pupils about age-restricted content, if they come up earlier within their school community.

In these circumstances, schools are instructed to make sure that teaching is limited to the essential facts without going into unnecessary details, and parents should be informed.

PSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Our vision for Beech Hill is that all children will feel happy, safe and loved. We will provide each child with many and varied opportunities to develop their character to feel accepted; to develop a sense of belonging; to be driven and resilient and to be inspired and be inspiring.

3. Curriculum Intent.

Our intention is that when children leave Beech Hill, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society (Character.)

In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

The PSHE curriculum enables each child to learn about the world beyond their local area (Cultural Capital) and they learn to identify stereotypical beliefs and discuss these respectfully. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

Our PSHE curriculum develops emotional literacy and discussion skills. Children learn topic vocabulary and practise skills that will help them throughout life through role-play and other distancing techniques. It promotes the moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

4. Roles and responsibilities

An effective programme of PSHE requires support from the whole school community and the following people have specific roles and responsibilities:

- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.1 LAB members

The Local Advisory Board will approve the RHE policy and hold the Headteacher to account for its implementation.

4.2 Headteacher

- Overseeing the development and delivery of PSHE.
- Providing staff with the opportunity to contribute to the development of PSHE.
- Providing information to the LAB members.
- Providing training for the subject leader and staff, as required.

- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from any lessons.

4.3 PSHE Lead

- Leading the development and delivery of effective PSHE.
- Keeping up-to-date with the development of PSHE.
- Supporting colleagues as required.
- Monitoring and evaluating PSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in PSHE.

4.4 Teaching Staff

- To understand and implement the policy of PSHE.
- To teach PSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

4.5 Pupils

- Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.
- Pupil voice will be used to review and tailor our PSHE programme to match the different needs of pupils.

5. Curriculum organization.

5.1 Aims of Relationship and Health Education.

We teach RHE through our PSHE curriculum and where appropriate through our science curriculum. In PSHE we use the Kapow programme of study to build our curriculum. There are three core themes which cover statutory content:

- Families (how they are all different and all are to be valued) and relationships (positive relationships and friendships.)
- Health and wellbeing (understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation)

- Safety and the changing body (appropriate relationships, how bodies belong to the individual and how to identify appropriate physical contact and where to go if they feel unsafe. How males and females are different and scientifically correct names for body parts. How bodies grow and change and what happens to bodies during puberty.)

In addition to the statutory requirements, our PSHE curriculum will also include the following core themes:

- Citizenship (Respecting ourselves and others-exploring how our behaviour can impact on others.)
- Economic wellbeing (money, ambitions, work and careers.)
- Transition (dealing with change such as moving up to the next class or onto KS3)

We will ensure PSHE is matched to the needs of our pupils through regular review and by carefully adapting to respond to local public health and community issues if they arise. This programme builds in developmental progression by revisiting themes year on year, building on and extending prior learning.

5.2 Lessons

PSHE is taught weekly and includes circle time, reflection time and group work. The activities are of a creative and collaborative nature. All pupils should have opportunities to engage in active and applied learning experiences that clearly distinguish between fact and opinion. This should allow pupils to develop skills to critically evaluate the world around them.

Learning about relationships and health education in PSHE will complement learning in RE, PE and Science. Pupils will be encouraged to reflect on their own learning and progress by completing pre- and post-topic assessments. Pupils contribute to class books to document their learning.

There are also recaps at the start of each lesson to ensure that learning is embedded, and misconceptions addressed. Assessment in PSHE will take the approach that learning needs to be revisited and reinforced, also at home, to consolidate and secure the strong messages about being safe, healthy and moving towards adulthood and independence.

Pupils are taught to develop metacognitive skills which encourage independent learning, resilience and grit in children. This is because it helps students identify what does and doesn't work as well as helping them deduce what they would do differently next time if they experience a setback, failure, or make a mistake.

5.3 Safe and Effective practice

At Beech Hill Primary School, we believe that because Relationship and Health Education works within pupils' real-life experiences, it is essential to establish a safe learning environment. We will create a safe and supportive learning environment by:

- Establishing ground rules for lessons agreed by pupils and teachers. These should include confidentiality, respect for others, privacy and boundaries.
- Role modelling and teaching our high expectations of behaviour for learning.
- Being clear about procedures should pupils indicate that they are vulnerable or "at risk" through our Safeguarding Policy.

Where pupils indicate that they may be vulnerable and at risk, they will get support by staff following our Safeguarding Policies and informing the Designated Safeguarding Lead.

Distancing techniques depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives. Different learning styles are accommodated. Pupils who struggle with written work often come into their own when given the chance to take on roles or to respond to scenarios.

5.4 Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for PSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for

that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Each class has a question box so that pupils can ask questions with anonymity and without embarrassment. Only the teacher will see the questions, unless there are significant issues about a pupil's safety or wellbeing that need to be shared with others— (see 'Safeguarding' section below.) Questions raised will be dealt with in the following lesson (or sooner if relevant to a pupil's safety and wellbeing). Depending on the nature of the question, some responses may be answered as part of a small group session or one-to-one and will be treated anonymously so no-one knows who asked the original question.

5.5 Safeguarding

Teachers are aware that effective PSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupil's age should be addressed. There may be times when a question raised by a pupil should be referred to parents/carers. It is good practice to talk to the pupil(s) concerned before involving a parent or carer—to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the Head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy.

We are aware that working with external partners will enhance the delivery of PSHE and will enable us to bring in specialist knowledge and implement different ways of engaging with young people. Credentials of the visiting organisation and any visitors linked to the agency will be checked. We will also ensure that the teaching

delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved in advance of the session. We will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with our Safeguarding Policy.

5.6 Equality and Diversity

Beech Hill Primary school strives for the best outcomes for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation. We ensure PSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by:

- Being aware of each group of pupils' individual characteristics, backgrounds, attitudes and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Health Education for all our pupils including those with SEND or EAL.
- Lessons will be differentiated to meet the individual needs of our pupils. High quality resources will support our PSHE provision and will be regularly reviewed. Resources such as books, songs and film clips, will be utilised so that as many pupils as possible can benefit from them.
- Valuing and respecting all pupils' and adults' contributions and experiences by supporting them to articulate their perceptions.
- Ensuring freedom from all forms of bullying including homophobic, biphobic and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.
- We ensure that PSHE fosters gender equality and LGBTQ+ equality by including different families in our curriculum.

6. Parents and Families.

We view the partnership of home and school as vital as this teaching should be shared with parents and be both mutually supportive and complementary. We recognise the importance of parents knowing about the content of the lessons so

they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

Our offer to parents and families includes:

- Consultation via a survey.
- Policy available on our website and via the school office.
- An overview of the learning in each year group can be found on our school website and paper copies are available from the school office.
- Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme.

The 2024 guidance for schools also contains a new section on transparency with parents, making it absolutely clear that parents have a legal right to know what their children are being taught in PSHE and can request to see teaching materials.

6.1 What can parents do with these resources once they have been shared?

The expert panel guidance (2024) has openness with parents at its heart. Parents are not able to veto curriculum content, but they should be able to see what their children are being taught, which gives them the opportunity to raise issues or concerns through the school's own processes, if they want to.

Parents can also [share copyrighted materials](#) they have received from their school more widely under certain circumstances.

If they are not able to understand materials without assistance, parents can share the materials with translators to help them understand the content, on the basis that the material is not shared further.

Copyrighted material can also be shared under the law for so-called 'fair dealing' - for the purposes of quotation, criticism or review, which could include sharing for the purpose of making a complaint about the material.

This could consist of sharing with friends, families, faith leaders, lawyers, school organisations, governing bodies and trustees, local authorities, Ofsted and the media. In each case, the sharing of the material must be proportionate and accompanied by an acknowledgment of the author and its ownership.

Under the same principle, parents can also share relevant extracts of materials with the general public, but except in cases where the material is very small, it is unlikely that it would be lawful to share the entirety of the material.

7. Science Curriculum.

At the time of writing, we do not intend to teach Sex Education other than that set out as part of the Science curriculum therefore there is no right for parents to withdraw children from the content being taught.

Our teaching and learning in RHE complements and enhances statutory content as set out in Key Stages 1 and 2 of the National Science Curriculum:

Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

8. Menstruation

As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period.

Puberty is occurring earlier than ever before and for this reason, we deliver puberty lessons to all children in year 4, 5 & 6. As part of these lessons all KS2 children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will

make every reasonable effort to support children to access their education and enjoy school.

During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. In school we have menstruation kits available. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors. Provisions will be provided on school trips or residential visits for these groups.

9. Monitoring, reporting and evaluation

At Beech Hill Primary School, the PSHE Coordinator monitors assessments and the curriculum delivery. Sample photographs and videos of completed work and displays may be kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in PSHE within the school. Teachers will critically reflect on their work in delivering PSHE through discussion with PSHE Lead and SLT. Pupils will have opportunities to review and reflect on their learning during lessons through discussion and by recording thoughts in their class book. Pupil voice will be influential in adapting and amending planned learning activities.

10. PSHE and RHE policy review date

Review date: July 2027

Policy written by Samantha Witty-Ingham based on the statutory guidance for Relationships Education and Health Education 2019.

This policy has been produced in consultation with parents and carers (1.2.21) and has been ratified by the Local Advisory Board of Beech Hill Primary School (10.7.24).

It will be reviewed by PSHE lead, Curriculum lead and Headteacher.

This will ensure that our programme remains effective and relevant in addressing the changing needs of our pupils and their families.