



PSHE, Relationships
and Health Education (RHE)
Policy

Reviewed May 2025

Approved by: Local Advisory Board.

Next review: July 2027

	Contents
1	Introduction.
2	Legal context. 2.1 What are the age limits?
3	Curriculum Intent.
4	Roles and responsibilities. 4.1 Local Advisory Board. 4.2 Headteacher 4.3 PSHE Lead. 4.4 Teaching Staff. 4.5 Pupils.
5	Curriculum organization. 5.1 Aims of Relationship and Health Education. 5.2 Lessons 5.3 Safe and Effective practice 5.4 Answering Questions 5.5 Safeguarding 5.6 Equality and Diversity
6	Parents and Families. 6.1 What can parents do with these resources once they have been shared?
7	Science curriculum
8	Menstruation
9	Monitoring, reporting and evaluation.
10	PSHE and RHE policy review date.

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 Children and Social Work Act 2017 made Relationships Education and Health Education compulsory for all primary schools in England. These subjects remain statutory and form part of a broad and balanced curriculum.

- **Relationships Education** teaches children what they need to know to build positive, safe and healthy relationships with family, friends and online.
- **Health Education** covers physical health and mental wellbeing, helping children make informed decisions, recognise concerns in themselves and others, and seek support early.

Sex education is not compulsory in primary schools; however:

- The statutory curriculum for Relationships and Health Education includes teaching about **puberty**.
- The national curriculum for science includes related content such as the main external body parts, the human life cycle (including puberty), and reproduction in some plants and animals.

Following the introduction of statutory RSHE, the Department for Education published statutory guidance in 2019. This has now been **updated**, and the **DfE's 2025 statutory guidance**, published in July 2025, will **replace the 2019 guidance from September 2026**. Schools are expected to prepare for implementation during the 2025-26 academic year.

The 2025 guidance requires schools to have a written Relationships Education policy that sets out:

- How Relationships Education is delivered, including how it is made developmentally appropriate and inclusive.
- What sex education (if any) the school chooses to teach beyond the national curriculum for science.

There is no separate requirement for a Health Education policy; however, in line with best practice and in order to provide clarity for parents, this PSHE policy also includes Health Education.

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

- **The Equality Act 2010** - ensuring education and practices are inclusive and non-discriminatory.
- **The Education Act 1996** - under which schools must provide a broad and balanced curriculum.
- **Statutory guidance: *Keeping Children Safe in Education*** - the current safeguarding and child protection statutory guidance for schools in England (updated to **2025**).

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 review RSHE content. Their recommendations informed the development of the 2025 statutory guidance. The final guidance emphasises that teaching must be **evidence-based, developmentally appropriate**, and must not present **contested concepts** as fact. Teaching should be clear about **biological sex**, support safeguarding, and help pupils understand respectful relationships and healthy boundaries. The guidance also places strong emphasis on online safety, digital influences, and helping pupils recognise and challenge harmful attitudes.

2.1 What are the age limits?

In primary school, teaching about topics such as online gaming, social media, scams and other online risks should be introduced in a **sequenced and developmentally appropriate way**. Content is taught when pupils are ready to understand it safely and meaningfully, and in line with the expectations set out in the 2025 statutory guidance.

Teaching about **puberty** is part of the statutory Health Education curriculum and will be introduced at an appropriate point in upper Key Stage 2, ensuring pupils are prepared for the changes they will experience. **Sex education** beyond the national curriculum for science is not compulsory in primary schools. At the time of writing, we do not intend to teach sex education other than what is required within the science curriculum (including the human life cycle and reproduction in some plants and animals).

The 2025 guidance recognises that schools may occasionally need to respond to **pupil questions** or **safeguarding concerns** that arise earlier than expected within the school community. In these circumstances, teaching will be limited to the **essential, factual information** needed to keep pupils safe, without unnecessary detail. Parents will be informed when such responsive teaching takes place.

PSHE is strengthened by a positive whole-school ethos in which everyone is valued, respectful relationships are promoted, and pupils feel safe to express themselves and learn.

Our vision for Beech Hill is that all children feel happy, safe and loved. We aim to provide every child with rich opportunities to develop their character, feel accepted, build a sense of belonging, grow in resilience and drive, and be inspired to inspire others.

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 Relationships and Health Education (RHE) through our PSHE curriculum and, where appropriate, through our science curriculum. Within PSHE, we use the Kapow programme of study to structure and sequence our curriculum. The programme is organised into three core themes, each of which includes statutory content and supports pupils' personal development:

- **Families and relationships**
Understanding that families can take many forms and that all families should be respected and valued. Developing the skills needed to build positive, healthy relationships and friendships, including communication, cooperation and recognising respectful behaviour.

Health and wellbeing

Learning that a healthy lifestyle includes physical activity, a balanced diet,

rest, relaxation and good mental wellbeing. □ Supporting pupils to recognise their emotions, develop resilience, make informed choices and understand how to seek help when needed.

- **Safety and the changing body**

Understanding personal boundaries, privacy and appropriate physical contact. Learning that their bodies belong to them and how to recognise unsafe situations or behaviour. Developing the vocabulary to name body parts using scientifically accurate terms. Understanding how bodies grow and change over time, including the physical and emotional changes associated with puberty, taught in a developmentally appropriate and sensitive way.

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 between home and school as essential. Relationships and Health Education is most effective when it is supported by parents and carers, and when learning at school is complemented by conversations at home. We recognise the importance of parents understanding what their children are learning so they can discuss these topics within the context of their own family beliefs, values and experiences.

Our offer to parents and families includes:

- **Consultation with parents**, including opportunities to share views through surveys and feedback processes.
- **Access to this policy** via our school website and through the school office.
- **Curriculum overviews** for each year group, available on our website and as paper copies from the school office, so parents can see what is taught and when.
- **Opportunities to view teaching materials**, with teachers available to show parents the resources used, explain the context of lessons and discuss why particular content is included in the programme.

The 2025 statutory guidance for schools emphasises the importance of transparency with parents. Parents have the right to understand what their children are learning in PSHE, including Relationships and Health Education, and may request to view teaching materials used in lessons.

Our school is committed to working collaboratively with parents by:

- **Informing parents about the content and timing of PSHE lessons**, including when sensitive or developmental content will be taught.
- **Providing opportunities for parents to view teaching resources**, discuss how topics are approached and ask questions about the curriculum.
- **Ensuring parents understand the distinction between statutory content** (Relationships Education, Health Education and Science) **and any non-statutory Sex Education**, and being clear about what is and is not included in our curriculum.

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

The 2025 statutory guidance places openness with parents at its core. Parents cannot veto curriculum content, but they have the right to understand what their children are being taught and to raise questions or concerns through the school's usual processes if they wish to do so.

Parents may share copyrighted teaching materials provided by the school in certain circumstances. If a parent needs support to understand the materials, they may share them with a translator or another person who is helping them to interpret the content, on the understanding that the materials are not shared further.

Copyrighted materials may also be shared under the legal principle of *fair dealing* for purposes such as quotation, criticism or review. This may include sharing materials when seeking advice or making a complaint. In these cases, parents may share relevant extracts with individuals or groups such as friends, family members, faith leaders, legal advisers, school organisations, governing bodies or trustees, the local authority, Ofsted or the media. Any sharing must be proportionate and must include an acknowledgement of the author and copyright holder.

Under the same principle, parents may share limited extracts of materials more widely with the general public. However, except where the extract is very small, it is unlikely to be lawful to share the full material in its entirety.

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 (Updated)

As a school, we acknowledge our responsibility to prepare children for menstruation and to make sensitive, practical arrangements to support them in managing their periods.

Puberty is occurring at younger ages, so we deliver puberty lessons to all children in Years 4, 5, and 6. As part of these lessons, all KS2 children are taught about:

- What menstruation is and the biological processes involved.
- Other symptoms associated with periods and how these can be managed hygienically and sensitively.
- Access to sanitary products and support, including the location and use of sanitary bins, and menstruation kits available in school.

We recognise that period poverty exists in the UK, and some children may be prevented from attending school if they cannot manage their periods. At Beech Hill, we make every reasonable effort to ensure all pupils can access education and enjoy school, including providing sanitary provisions during trips and residential visits.

Children are informed that menstruation kits can be accessed through designated staff members, including lunchtime supervisors, and guidance is provided on their appropriate use.

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.