Hall Green Primary School

DRAFT Policy for PSHE/RSHE curriculum 2026 / 2027

Status: Draft for consultation and approval. **Policy lead:** PSHE/RSHE subject leader. **Review cycle:** Annually, or sooner if statutory guidance changes.

Version control

Version	Date	Author / reviewer	Summary of changes	Approval status	Next review
0.1	July 2026	PSHE/RSHE subject leader	Draft policy updated to reflect current Department for Education RSHE expectations, including statutory requirements, safeguarding, inclusion, parental engagement, parental withdrawal, use of resources and review arrangements.	Draft for consultation and approval	July 2027, or sooner if guidance changes
1.0	To be confirmed	Head teacher / Governing Board	Final approved version following consultation.	Awaiting approval	To be confirmed

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1. Intent

At Hall Green we aim to provide a coherently planned curriculum that equips our young people to play an active and positive role in society, both locally and globally. In an ever-changing world, we realise that it is important to make pupils aware of the different factors that can affect themselves and those around them and provide solutions so that they can deal with matters enabling them to have good mental health and well-being.

Knowledge and skills transferred in sessions promotes the development of moral, cultural, economic, physical and mental development of pupils preparing them for impending responsibilities and experiences in their life. Our Relationship and Sex education enables our children to learn how to be safe, and to understand and develop healthy relationships both now and in their future lives.

We want our pupils to have high aspirations, a belief in themselves and to appreciate the notion that anything is possible should they be willing to put their mind to it.

2. Statutory requirements

Statutory Requirements

PSHE is a non-statutory subject; however, Relationships Education and Health Education are statutory in all primary schools and must be taught in accordance with the Department for Education's statutory guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.

As a maintained primary school, we are legally required under Section 34 of the Children and Social Work Act 2017 to provide Relationships Education for all pupils and to teach Health Education. While primary schools are not required to provide Sex Education beyond the National Curriculum, pupils must be taught the aspects of sex education included within the statutory science curriculum.

In delivering RSHE, the school has regard to the statutory guidance issued by the Secretary of State under Section 403 of the Education Act 1996. We also comply with relevant legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010), which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between people from different backgrounds.

Our RSHE curriculum includes:

- **Relationships Education**, covering families, friendships, respectful relationships, online relationships and keeping safe.

- **Health Education**, covering mental wellbeing, physical health, healthy lifestyles, online safety, puberty and basic first aid.

Sex Education beyond the requirements of the National Curriculum for Science is not compulsory in primary schools. Where additional non-statutory Sex Education is provided, parents and carers will be informed and have the right to request that their child be withdrawn from those specific lessons.

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or the science curriculum content relating to human development and reproduction.

Teaching will be inclusive, age appropriate, and accessible for all pupils, including pupils with SEND, and will reflect the school's safeguarding, equality and online safety duties.

3. Implementation

PSHE is delivered through the PSHE Association's thematic scheme of work that is in line with the National Curriculum. We cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively covers the statutory Health Education and Relationships Education guidance.

The curriculum will be taught in a safe classroom environment using agreed ground rules, clear boundaries and age-appropriate language. Staff will avoid personal opinion and will use evidence-informed teaching materials. Where pupils ask questions outside the planned learning, staff will respond in a factual, balanced and age-appropriate way, or signpost the question to parents, carers or safeguarding staff where needed.

Online safety, media literacy and digital resilience will include teaching about respectful online behaviour, privacy, misinformation, image sharing, online pressure, harmful content and the safe use of emerging technology, including AI-enabled content where relevant to pupils' age and experience.

3.3 Teaching approach, safeguarding and sensitive issues

RSHE supports the school's wider safeguarding work. Staff will follow the school's safeguarding and child protection procedures if a pupil makes a disclosure or if a lesson raises a concern about a pupil's welfare. Pupils will be reminded that staff cannot promise confidentiality where there is a risk of harm.

Sensitive themes will be taught with particular care, including puberty, body privacy, consent, personal boundaries, online safety, bereavement, family change, bullying, prejudice and discrimination. Teaching will be adapted to meet pupils' age, maturity, needs and lived experience.

3.4 Additional sex education and parental withdrawal

Hall Green Primary School will be clear with parents and carers about whether any content is taught as statutory Relationships Education, statutory Health Education, National Curriculum science, or additional non-statutory sex education. Human reproduction and birth content in Year 6 must be identified in curriculum planning as either science content or additional sex education so that parental rights are clear.

Parents and carers have the right to request withdrawal from any additional non-statutory sex education lessons, but not from Relationships Education, Health Education or science curriculum content. Requests should be made in writing to the Head teacher. The Head teacher, or a delegated senior leader, will meet

with parents or carers to discuss the request, explain the curriculum content, record the outcome and arrange appropriate alternative provision if withdrawal is agreed.

3.5 Equality, inclusion and protected characteristics

Teaching will promote respect, kindness and dignity for all pupils and families. The curriculum will be inclusive of pupils' different backgrounds, family structures, beliefs and needs, and will support the school's duties under equality legislation. Staff will challenge prejudice, bullying, harassment and discriminatory language in line with school policy.

Staff will model positive behaviour and avoid language that might perpetuate harmful stereotypes, and be conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes

Lessons will be adapted so that pupils with SEND and other additional needs can access the learning safely and meaningfully. Where needed, staff will use additional preparation, visual supports, small group work, repeated learning and consultation with parents, carers or specialist staff.

3.6 Resources and external visitors

Teaching resources will be checked by staff before use to ensure they are accurate, age appropriate, inclusive and suitable for pupils' needs. Resources will support the planned curriculum and will not replace professional judgement or safeguarding procedures.

External visitors may support RSHE where they add value to the curriculum, but responsibility for teaching remains with the school. Visitors will be briefed on the school's policy, safeguarding procedures, agreed language, lesson aims and expectations before working with pupils. A member of school staff will remain present during visitor-led sessions.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010

- The Human Rights Act 1998
- The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials and lesson plans that the agency may use

Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people

Make sure the visitor understands and agrees in advance:

- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policies

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Inform all external organisations that the school is legally obliged to share all content with parents and carers

Share all external materials with parents and carers

Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request

Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

The school will consult and communicate with parents and carers about the RSHE curriculum, including the content of sensitive lessons, the resources used and the process for raising questions or concerns. Parent and carer feedback will be considered as part of policy review and curriculum development.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers cannot veto curriculum content.

The three learning opportunities are further broken down into nine units with each year groups studying the same unit at the same time (at their own level):

Health and well-being	• Physical health and mental well-being
	• Growing and changing
	• Keeping safe
Relationships	• Families and friendships
	• Safe relationships
	• Respecting ourselves and others
Living in the wider world	• Belonging to a community
	• Media literacy and digital resilience
	• Money and work

3.1. PSHE in the Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is developed and taught through all seven areas of the curriculum. Each area of the new EYFS framework has been mapped out across the nine units covered through the PSHE Association (in line with the rest of the school units.)

PSHE LINKS EYFS									
PSED (Personal, Social and Emotional Development)	Physical Health and mental well being	Growing and changing	Keeping safe	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media, Literacy and digital resilience	Money and work
	0-3 Find ways to calm themselves, through being calmed and comforted by their key person. 0-3 Thrive as they develop self-assurance. 0-3 Feel strong enough to express a range of emotions. 0-3 Be increasingly able to talk about and manage their emotions. 0-3 Safely explore emotions beyond their normal range through play and stories. 0-3 Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I 3 &4 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	0-3 Establish their sense of self. 0-3 Express preferences and decisions. They also try new things and start establishing their autonomy. 0-3 Find ways of managing transitions, for example from their parent to their key person. 0-3 Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. 3&4 Select and use activities and resources, with help when needed. This helps them to	3 &4 Increasingly follow rules, understanding why they are important. 3&4 Remember rules without needing an adult to remind them.	0-3 Engage with others through gestures, gaze and talk. 0-3 Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. 0-3 Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. 0-3 Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	3&4 Become more outgoing with unfamiliar people, in the safe context of their setting. 3&4 Talk with others to solve conflicts.	0-3 Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 0-3 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 3&4 Help to find solutions to conflicts and rivalries. 3 &4 Understand gradually how others might be feeling. CIR See themselves as a valuable individual. CIR Build constructive and respectful relationships.	0-3 Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. 3&4 Develop their sense of responsibility and membership of a community.		

	3&4 Show more confidence in new social situations. CIR	achieve a goal they have chosen, or one which is suggested to them.		0-3 Develop friendships with other children.		CIR Express their feelings and consider the feelings of others. CIR			
	Identify and moderate their own feelings socially and emotionally. CIR Show resilience and perseverance in the face of challenge.	3&4 Develop appropriate ways of being assertive. CIR Manage their own needs.				Think about the perspectives of others.			
Curriculum links									
	Physical Health and mental well being	Growing and changing	Keeping safe	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media, Literacy and digital resilience	Money and work

PD/UTW (Personal development /Understanding the world)	0-3 Walk, run, jump and climb – and start to use the stairs independently. 3&4 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. CIR Revise and refine the fundamental movement skills they have already acquired: CIR Develop overall body-strength, balance, co-ordination and agility.	0-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 0-3 Start eating independently and learning how to use a knife and fork. 3&4 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. CIR Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. CIR Develop overall body-strength, balance, co-ordination and agility	CIR Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. CIR Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	3&4 Begin to make sense of their own life-story and family's history. 3&4 Talk about members of their immediate family and community. 3&4 Name and describe people who are familiar to them.		0-3 Notice differences between people. 3&4 Begin to understand the need to respect and care for the natural environment and all living things. 3&4 Continue developing positive attitudes about the differences between people. CIR Understand that some places are special to members of their community. CIR Recognise that people have different beliefs and celebrate special times in different ways.	0-3 Make connections between the features of their family and other families. 3&4 K now that there are different countries in the world and talk about the differences they have experienced or seen in photos. CIR Recognise some similarities and differences between life in this country and life in other countries.	3&4 Explore how things work.	3&4 Show interest in different occupations.

3.2. PSHE in Key Stage 1 and Key Stage 2

PSHE is taught weekly by the class teachers in all year groups. At Hall Green, we promote the needs of the learners, irrespective of gender, culture or background. All teachers will consider the children's age, ability, maturity and readiness when delivering units of work, particularly those of a sensitive nature.
Whilst PSHE sessions are taught discreetly in a logical, sequential order, we are also flexible in adapting our provision as and when issues arise, to ensure our curriculum meets the immediate needs of our children. We have tools in place to track year group and statutory coverage of the objectives set out in the PSHE Association scheme. We also take opportunity to forge close links with other subjects such as Computing where online safety is also taught. Many aspects of PSHE are also referred to or revisited through whole school assemblies across the year.

Children throughout the school are encouraged to develop an understanding of themselves as growing and changing individuals, as a member of a wider community based on first hand experiences, which may include school visits and/or a variety of school clubs. These activities and extra-curricular experiences encourage children to understand how their choices and behaviour may affect themselves and others. As a school we have been awarded the Well-Being Charter Mark and we also recognise days such as World Mental Health Day, On-line safety days and promotion of anti-bullying initiatives in order to provide children insight to pertinent issues in the world around them and a range of tools to cope with them.

Statutory health topics are covered through the PSHE curriculum.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Health and Wellbeing			**Spring:** Relationships			**Summer:** Living in the wider world		
	Physical health and Mental wellbeing	**Growing and changing**	**Keeping safe**	**Families and friendships**	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**
Year 1	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique And special feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community
Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money
Year 3	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe
Year 5	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes

Year 6	What affects mental health and ways to take care of it; managing change, loss and bereavement ; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks

4. Roles and responsibilities

The governing board	The governing board will approve any significant changes to the PSHE policy, and hold the head teacher to account for its implementation. The governing board will ensure that: • All pupils make progress in achieving the expected educational outcomes • Teaching is accessible to all pupils with SEND • Curriculum content and teaching materials are aligned with the guidance • Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education.
The Head teacher	The Head teacher is responsible for ensuring that PSHE is taught consistently across the school, for ensuring all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE
Staff	Staff are responsible for: ● Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching. ● Flagging up to the PSHE lead and the Head teacher if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum; and to ask for additional training/support if they find any aspect difficult to teach. ● Modelling positive attitudes to PSHE and evaluating pupil progress ● Responding sensitively to the needs of individual/ groups or cohorts of pupils ● Following safeguarding procedures where concerns or disclosures arise during PSHE/RSHE lessons, including recording and reporting concerns promptly to the designated safeguarding lead. ● Adapting teaching so that pupils with SEND and other additional needs can access learning in a meaningful and appropriate way.
Pupils	Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Impact

Overall, we aim to have a positive impact on our pupils by making them prepared for life now and in the future. By the time pupils leave school, they should be on their way to becoming healthy, respectful, socially and morally responsible, active members of society that appreciate difference and diversity. Impact will be measured in the pupil's ability to understand and manage their emotions, look after their mental health and wellbeing and develop positive and healthy relationships with others.

6. Assessment

Assessment throughout the school for PSHE includes;

· Planning and learning, which builds on children's prior knowledge and shows progression in PSHE understanding.

· Observation and discussions with teaching staff ensuring a consistent and coherent provision across the school.

· Using self and peer assessment, as and when necessary, to involve children in understanding their own learning and next steps.

7. Monitoring and evaluation:

The delivery of PSHE is monitored by the PSHE subject leader through learning walks and lesson observations, scrutiny of PSHE journals and planning, monitoring pupil progress and pupil group interviews.

8. Professional Development and Training

The PSHE subject leader will ensure they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school such as through delivery and pertinent, available resources.

This policy will be reviewed by the subject leader annually, or sooner if Department for Education statutory guidance, safeguarding expectations or school needs change. At every review, the policy will be approved by the Head teacher and the Governing Board. The school will also keep evidence of parental consultation, curriculum coverage and staff training to support monitoring and governance.