

# Personal, Social, Health, Sex and Relationships Education

## PSHE / RSHE



Newstead Primary  
School

Reviewed September 2026

Next Review September 2027

**Newstead Primary School**  
**Personal, Social, Health, Sex and Relationships Education Policy**  
**PSHE / RSHE**

**Introduction.**

This policy complies with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017. It has been updated to reflect revised statutory guidance issued by the Department for Education in July 2025, which takes effect from 1 September 2026.

As a school Newstead Primary School supports the DfE's recommendation that all primary schools should have a Relationships and Sex Education (RSE) programme and that it is tailored to the age and maturity of its pupils.

As a school we wholeheartedly support the philosophy of Relationships, Sex and Health Education (RHSE) and believe it is best taught as part of PSHE curriculum. Our curriculum seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

The aim of RSHE is to help children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable and healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way. This sits alongside the essential understanding of how to be healthy.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

### **Roles and responsibilities**

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The RSHE and PSHE Lead will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

### **Staff training**

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. Teachers should also be supported to develop their understanding of sensitive issues including unconscious bias. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching PSHE and RSHE.

### **Guiding Principles**

The 2025 statutory guidance introduces the following seven guiding principles which now underpin our RSHE curriculum:

- a. Engagement with pupils – the curriculum is informed by meaningful pupil engagement to ensure relevance.
- b. Engagement and transparency with parents – we proactively engage parents on RSHE content and ensure all materials are available on request. Parents have the right to request withdrawal from sex education (see below).
- c. Positivity – we focus on building positive attitudes and skills and avoid language which normalises harmful behaviour or stigmatises groups.
- d. Careful sequencing – all statutory topics are covered in a well-sequenced curriculum so pupils are equipped before they need it.
- e. Relevant and responsive – the curriculum is age and stage appropriate and responsive to the needs of pupils and families in our community.

- f. Skilled delivery – lessons are delivered by trained staff or vetted external providers. All staff are trained in safeguarding and alert to the increased possibility of disclosures during RSHE sessions.
- g. Whole school approach – RSHE is embedded within a whole school approach to wellbeing and positive relationships, supported by our behaviour and safeguarding policies.

### **Curriculum design**

Newstead Primary's RSHE curriculum is organised to run alongside the PSHE scheme of work. As a school we implement these through using the SCARF Schemes of Work.

- The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older
- Lessons are delivered to mixed-ability teaching groups
- A variety of teaching and learning styles will be used to ensure effectiveness and accessibility.
- All teachers will endeavour to create a supportive environment for all pupils
- Across all key stages, students will be supported with developing the following skills;
  - Communication – speaking and listening, including how to manage changing friendships, relationships and emotions
  - Recognising and assessing potential risks
  - Assertiveness
  - Seeking help and support when required
  - Informed decision making
  - Self-respect and empathy for others
  - Recognising and maximising a healthy lifestyle
  - Managing conflict
  - Discussion and group work

### **The PSHE curriculum will be taught through**

- SCARF curriculum – PSHE / RSE lessons.
- Curriculum days
- External providers
- Cross- curricular links to other subjects.
- Links to other curriculum area – PE, Citizenship, Science, Religious Education etc

### **Content - Primary**

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care from them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Health and Wellbeing**

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal Safety
- Basic first aid
- Developing bodies.

## **Expanded Curriculum Content from September 2026**

The 2025 statutory guidance introduces and expands a number of areas now included in our SCARF-based scheme of work:

Online safety – expanded to include: deepfakes (AI-generated images/videos), how to identify them and the harms they cause; risks of AI chatbots including fake intimacy or harmful advice; sextortion and online scams; minimum age for social media (currently 13); the law on keeping/forwarding indecent images of under-18s including AI-generated images.

Developing bodies – correct anatomical names for body parts (penis, vulva, vagina, testicles, scrotum, nipples) must now be explicitly taught. The menstrual cycle must be covered before average age of onset – noting periods can begin from age eight.

Drugs, alcohol and tobacco – explicitly expanded to include vaping and nicotine products (e.g. nicotine pouches) and the risks of nicotine addiction from all nicotine products.

Wellbeing online – new requirement to address online gambling and gaming (including age restrictions, addictive potential, gambling within games) and the risks of excessive screen time on physical and mental wellbeing.

Sun safety – now an explicit requirement: safe and unsafe sun exposure and how to reduce the risk of sun damage, including skin cancer.

Relationships education – strengthened content on stereotypes (how stereotypes based on sex, race, disability, or sexual orientation can lead to bullying); assertiveness vs. controlling behaviour; recognising abuse including sexual abuse. Pupils must understand that being a victim of abuse is never their fault.

Sleep – new explicit requirement covering the amount of sleep recommended for each age group, the impact of poor sleep on weight, mood and learning, and practical steps such as not using screens in the bedroom.

### **Engagement and Openness with Parents**

Newstead Primary School will ensure they make sure parents are aware of what is being taught in PHSE and RSHE. The content and the progression of the curriculum is on the school website [www.newstead.notts.sch.uk](http://www.newstead.notts.sch.uk). Parents are consulted when developing and reviewing RSHE policies and are given a two-week response period. Sample resources can also be found on our school website on the PSHE/RSHE curriculum page. Parents can request to view all the curriculum materials used to teach the curriculum content. Newstead Primary School will not enter into contracts with external providers that do not agree that content can be shared with parents.

### **Parental Withdrawal**

At primary, where sex education (RSE) is provided beyond the national curriculum science requirement, parents have the right to request that their child can be withdrawn from some or all of the sex education delivered as part of statutory RSE. The headteacher must automatically grant a parental request for withdrawal. Before doing so, the headteacher will discuss the request with parents (and the child if appropriate) to understand the reasons, explain the benefits of the curriculum, and discuss any social and emotional impacts of withdrawal. This process will be documented. The school will provide purposeful education during the period of withdrawal. Parents do not have the right to withdraw from relationships education or health education, or from topics taught as part of the national curriculum science programme.

### **Managing difficult questions**

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Pupils are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

### **Safeguarding**

During discussions relating to PSHE / RSHE topics there may be an increase in safeguarding reports. The DfE publishes Keeping Children Safe in Education (KCSiE) guidance. This guidance provides a strong safeguarding framework and is clear on actions schools should take if there are concerns about a child or young person's wellbeing or safety. Staff are aware of their duties to report such concerns and follow the school's safeguarding policy, speak to the designated safeguarding lead and follow the schools reporting procedures.

## **Monitoring, Reporting and Evaluation**

Newstead Primary School is committed to ensuring that PSHE and RSHE is taught effectively and that the impact of the curriculum is regularly reviewed. The monitoring, evaluation and reporting of the subject is the shared responsibility of the Head Teacher, the PSHRE Lead and the Governing Body.

### **Monitoring**

The PSHE / RSHE Lead will monitor the quality and consistency of teaching and learning across the school through the following means:

- Lesson observations and learning walks to review the delivery of the curriculum across year groups
- Book scrutiny and review of learning journals to ensure coverage of the statutory curriculum
- Pupil voice activities, including surveys and structured discussion, to assess pupils' knowledge, skills and understanding and their experience of lessons
- Scrutiny of medium-term plans and schemes of work to confirm alignment with this policy and the SCARF programme of study
- Review of safeguarding referrals and disclosures arising from lessons to identify any emerging patterns or areas requiring additional curriculum focus
- Review of parent feedback gathered following consultations, parent information evenings and any requests to view curriculum materials

### **Evaluation**

The effectiveness of PSHE / RSHE will be evaluated on an annual basis. This evaluation will consider:

- The extent to which pupils are making progress in achieving the expected knowledge, skills and understanding outcomes for each year group, including those with SEND
- The quality of teaching, including whether it is age-appropriate, inclusive and delivered with confidence
- Whether the curriculum reflects the statutory requirements of the 2025 guidance and the specific needs of pupils at Newstead Primary School
- The impact on pupils' personal development, wellbeing, attitudes and behaviour, including through pupil voice and staff observation
- The effectiveness of any external providers used to deliver elements of the programme, including a review of their materials and approaches
- Parental engagement levels and any concerns raised by parents regarding content or delivery

The outcomes of this evaluation will directly inform any amendments to the policy, the curriculum plan and the school's CPD programme for staff.

### **Reporting**

The PSHE / RSHE Lead will report to the Head Teacher and Governing Body at least annually on the following:

- The coverage and delivery of the curriculum across all year groups, including any areas where coverage has been adapted or extended

- A summary of monitoring evidence, including lesson observation outcomes and pupil voice findings
- The number and nature of parental withdrawal requests received and how these have been managed.
- Staff training and CPD completed, including any training arising from safeguarding disclosures linked to lessons
- Recommended actions and priorities for the year ahead, including any proposed updates to the policy or curriculum plan

The Governing Body will receive this report as part of the school's broader curriculum reporting cycle and will use it to fulfil their statutory responsibility to ensure that PSHRE is taught in accordance with the school's published policy and the DfE's statutory guidance.

### **Policy Review**

This policy will be reviewed annually by the Governing Body who will monitor the application and outcomes of this policy to ensure it is working effectively.