



# **PSHE and RSHE Policy 2026**



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## **PSHE and RSHE Policy**

### **Introduction**

At Aragon Primary School, we believe that Personal, Social, Health and Economic (PSHE) education, including Relationships, Sex and Health Education (RSHE), equips pupils with the knowledge, skills and attributes they need to lead safe, healthy and fulfilling lives.

PSHE is a central part of our whole-school approach to safeguarding and personal development. It supports pupils to become confident, respectful and responsible members of society.

### **Legal and Statutory Framework**

This policy is based on statutory guidance from the Department for Education:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025), mandatory from September 2026
- Children and Social Work Act (2017)
- Equality Act (2010)
- Keeping Children Safe in Education (2025)

Aragon Primary School is fully committed to implementing the updated statutory RSHE guidance by September 2026, including new expectations relating to safeguarding, online safety and emerging risks.

The policy also reflects guidance from the PSHE Association.

### **Definitions of Relationships Education, Health Education and Sex Education**

Relationships Education is statutory in all primary schools and teaches pupils about families, friendships, respectful relationships, online relationships and keeping safe. Health Education is also statutory and includes physical health, mental wellbeing, personal hygiene, puberty and healthy lifestyles. Sex Education is not statutory in primary schools beyond the requirements of the National Curriculum for Science. At Aragon Primary School, sex education refers to the Year 6 lessons on conception, pregnancy and birth. Any biological content required by the Science curriculum remains statutory and cannot be withdrawn from.

### **Aims of PSHE and RSHE**

Our PSHE curriculum aims to:

- Promote pupils' spiritual, moral, social and cultural development
- Equip pupils with skills for life, relationships and future wellbeing
- Enable pupils to recognise and manage risks
- Support positive mental health and emotional wellbeing
- Develop respect for diversity and inclusion

- Promote healthy, safe relationships
- Prepare pupils for change, including puberty and transition

We take a positive, strengths-based approach, building pupils' confidence, resilience, decision-making and personal growth.

## **Safeguarding and PSHE**

PSHE and RSHE are key safeguarding subjects.

Our curriculum explicitly teaches pupils to recognise, understand and respond to risks, including:

- Online risks (e.g. harmful content, deepfakes, online influencers)
- Harmful attitudes and behaviours, including misogyny, sexism, gender stereotypes and behaviours linked to violence against women and girls.
- Financial risks (e.g. scams, online spending)
- Personal safety (roads, railways, water, public spaces)
- Abuse, exploitation and unhealthy relationships

Pupils are taught:

- How to seek help and report concerns
- How to set boundaries and give/refuse consent (age-appropriate)
- How to keep themselves and others safe

Pupils are explicitly taught how to report concerns within school and understand the role of trusted adults, including the Designated Safeguarding Leads (DSLs), known within school as the Green Badge Team. They are also taught how to access external support where appropriate.

## **Curriculum intent and sequencing**

Our PSHE curriculum is:

- Planned progressively from EYFS to Year 6
- Sequenced to build knowledge and skills over time
- Mapped against statutory RSHE requirements

Each unit revisits key themes (relationships, health, safety, wellbeing) in increasingly complex ways, ensuring pupils deepen and apply their learning.

We use the Kapow Primary Scheme, adapted to meet the needs of our pupils and aligned with statutory expectations.

Curriculum mapping ensures:

- Full statutory coverage
- Clear progression
- Evidence for inspection and review

## **Curriculum Content**

#### Relationships Education:

- Families and caring relationships
- Friendships and respectful behaviour
- Online relationships and safety
- Bullying and discrimination

#### Health Education:

- Physical health and healthy lifestyles
- Mental wellbeing (including change, grief, loss and loneliness)
- Personal hygiene and puberty
- Safety and risk management
- Pupils will be taught the correct scientific names for all body parts, including genitalia, in an age-appropriate way. This supports safeguarding, personal safety and effective communication about health and wellbeing.

#### Wider PSHE Education (including Economic Wellbeing and Citizenship):

- Economic wellbeing and financial safety
- Citizenship and rights
- Personal safety and risk awareness

#### The curriculum reflects new statutory expectations including:

- Online safety and digital literacy
- Personal safety in everyday environments
- Mental health (including grief and loss)

### **Online Safety and Digital Literacy**

#### Online safety is taught explicitly and includes:

- Privacy, consent, personal data, location settings and digital footprints.
- Online scams, financial harm and exploitation
- Critical thinking about online content
- Influence of social media and algorithms
- Age restrictions and appropriate use
- Learning about emerging technologies, including artificial intelligence (AI), deepfakes and manipulated online content, developing skills to critically evaluate information and identify misinformation
- Online gaming, video game monetisation, in-app purchases, gambling-related harms, scams and fraud.

### **Mental Health and Wellbeing**

#### We promote positive mental health through teaching pupils to:

- Recognise and manage emotions
- Understand change, grief, loss and loneliness
- Build resilience and coping strategies
- Seek support when needed

(Please refer to the Mental Health and Wellbeing Policy)

## **Teaching and learning**

PSHE and RSHE are taught in a safe, inclusive and respectful environment where pupils feel confident to participate and express their views.

Teachers use a range of strategies to support effective learning, including:

- Establishing clear ground rules in consultation with pupils, including confidentiality, respect, privacy and appropriate boundaries
- Using clear, age-appropriate and accurate language
- Employing distancing techniques such as scenarios, case studies and role play to enable discussion of sensitive issues
- Encouraging open discussion, reflection and critical thinking
- Building on pupils' prior knowledge and experiences
- Providing opportunities to practise and apply knowledge, skills and attitudes in real-life contexts
- Allowing time for reflection and personal response

Teaching is responsive to pupils' needs and backgrounds. Staff avoid making assumptions about pupils' experiences and ensure that content is relevant, inclusive and appropriately adapted.

Teachers use their professional judgement to adapt lessons and respond sensitively to unexpected questions or disclosures. Where appropriate, safeguarding procedures are followed in line with the school's Safeguarding Policy.

## **Responding to Pupils' Questions**

We recognise that pupils may ask questions that go beyond the planned curriculum. Teachers will answer questions honestly, accurately and in an age-appropriate manner, using their professional judgement. If a question falls outside the intended learning or relates to content from which a pupil has been withdrawn, staff will respond in a way that is appropriate to the child's age and understanding while remaining consistent with safeguarding responsibilities. Where necessary, pupils will be encouraged to discuss questions further with their parent or carer. Any disclosures or safeguarding concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy.

This approach reflects current statutory guidance, which emphasises the importance of creating a safe learning environment and supporting teachers to make informed, professional decisions when delivering RSHE.

Teaching focuses on developing knowledge, skills and attributes that enable pupils to make informed decisions and manage real-life situations safely and confidently.

## **Assessment and Impact**

PSHE is assessed through:

- Pupil discussion and reflection
- Scenario-based activities

- Teacher observations

School leaders monitor impact through:

- Pupil voice
- Curriculum review
- Learning walks and book scrutiny

This ensures we can demonstrate:

- Progression in knowledge and skills
- Coverage of statutory content
- Impact on pupil wellbeing and safety

## **Resources**

Teachers will select any additional resources carefully, and the subject leader will oversee the selection. Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

## **Equality, Inclusion and SEND**

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion and belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

Our PSHE curriculum:

- Reflects diverse families and relationships
- Promotes respect for all protected characteristics
- Is adapted for pupils with SEND
- Tackles discrimination and prejudice

We ensure all pupils can access learning and feel represented.

## **Right to Withdraw**

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science National Curriculum.

The Kapow Primary lessons that are deemed to be sex education are:

- *Year 6: Safety and the changing body, Lesson 5: Conception*
- *Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth*

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- In advance, the teacher will advise parents as to when the sex education sessions are going to be delivered in school.
- Parents/carers should contact the head teacher by email prior to the day of the lesson.
- Parents/carers will be invited into school for a meeting. The meeting will give an opportunity for the school and the parent/carers to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the RSE / PSHE curriculum independently.

## **Delivery of PSHE and RSHE**

PSHE and RSHE are primarily delivered by class teachers through planned weekly lessons using the Kapow Primary Scheme. Learning may also be reinforced through assemblies, themed events, visitors and wider curriculum opportunities. Where external visitors contribute to learning, they do so under the supervision of school staff and within the framework of this policy.

Some biological aspects of sex education are taught within the science curriculum.

We believe that RSHE should meet the needs of all pupils, whatever their developing sexuality or identity - this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive age-appropriate teaching on LGBTQ+ relationships, which is delivered at Aragon, for example, through teaching about different types of family, including those with same-sex parents.

Pupils with SEND as far as is appropriate, should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of adaptations, and in some cases the content or delivery will have to be changed to meet the needs of pupils with SEND. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

Aragon recommends that all children take part in PSHE/RSHE lessons but do welcome any enquiries from parents/ carers regarding the content of the lessons.

## **Roles and Responsibilities**

The Governing Body is responsible for approving this policy and monitoring its effectiveness. The Headteacher has overall responsibility for ensuring statutory requirements are met. The PSHE Lead oversees curriculum development, staff support, monitoring and evaluation. Teaching staff are responsible for delivering high-quality PSHE and RSHE lessons, responding appropriately to pupils' needs and following safeguarding procedures.

## **Staff Training and Support**

All staff delivering PSHE and RSHE receive appropriate training to ensure they have the subject knowledge, confidence and skills required. Ongoing professional development is provided in response to emerging guidance and safeguarding priorities.

The PSHE lead supports staff in selecting appropriate resources and adapting learning to meet the needs of pupils.

## **Working in Partnership with Parents and Carers**

The school will consult with parents and carers when reviewing and updating this policy.

Parents and carers will also be consulted whenever substantive changes are made to the RSHE curriculum or this policy. Consultation may take place through parent questionnaires, meetings, curriculum information sessions or opportunities to review curriculum materials.

We ensure that relationships education and RSHE content is shared clearly and transparently through the school website and communications. Families will have opportunities to view curriculum materials and discuss any concerns with staff.

We recognise parents and carers as the primary educators of their children in these areas and aim to build a positive and supportive partnership.

## **Policy Development, Consultation and Approval**

This policy has been developed in consultation with school leaders, teaching staff and governors. Parents and carers will be consulted as part of the review process and will have opportunities to view curriculum materials and provide feedback. The policy is approved by the Governing Body and reviewed annually to ensure ongoing compliance with statutory guidance and the needs of the school community. Any significant changes to the RSHE curriculum or this policy will be subject to consultation with parents and carers prior to implementation.

[PSHE and RSHE Curriculum](#) (link to school website)

Links to other policies:

- [Anti-bullying Policy](#)
- [Behaviour Policy](#)
- [Child protection and Safeguarding Policy](#)
- [Mental Health and Wellbeing Policy](#)

Date of Policy: June 2026

| Date     | Version | Reviewed by | Responsible Persons   | Significant Changes                                                                                      |
|----------|---------|-------------|-----------------------|----------------------------------------------------------------------------------------------------------|
| 14.01.26 | 1.0     | R. Myers    | S. Atkins<br>R. Myers | Formatting<br>Read and checked for any changes<br>Added 'Q+ relationships' to LGBT and 'age-appropriate' |
| 02.06.26 | 2.0     | R. Myers    | S. Atkins<br>R. Myers | 2025/2026 statutory guidance<br>Added 'Links to other policies' section                                  |

|                                       |                                   |
|---------------------------------------|-----------------------------------|
| <b>PSHE &amp; RSHE Lead:</b>          | Miss Sarah Atkins                 |
| <b>Designated Safeguarding Leads:</b> | Mr. Rob Myers<br>Miss Kelly Aldis |
| <b>Status &amp; Review Cycle:</b>     | Annually                          |
| <b>Next Review Date:</b>              | January 2027                      |