

East Ayton



Primary
School

Traditional Values, Modern Vision

Personal, Social, Health and Economic Education (PSHE) Policy (incorporating Relationship, Sex and Health Education)

Reviewed: July 2026

Next review due: July 2027

This policy has been updated following the new publication of the statutory guidance for Relationships, Sex and Health Education (RSHE) by the Department for Education (DfE) in 2025. RSHE is taught as part of the Personal, Social and Health Education (PSHE) curriculum at East Ayton Primary School. Given the topics included in the Relationships and Health Education (RSHE) guidance, it was always intended to be a changing document with regular reviews/updates. This is to make sure that our young people are best-prepared for the world they live in. Many of the 2026 updates are based on the changing digital world and the way children and young people engage with it.

The main changes include:

- A greater focus on online safety and wellbeing.
- A greater emphasis on helping pupils understand their bodies and the changes they might experience.
- Addition of personal safety including around water, roads and railways.
- Addition of change, loss and bereavement.

East Ayton Primary School will continue to teach PSHE and RSHE using Twinkl Life.

1. Introduction

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

Our school RSHE policy refers to both PSHE (Personal, Social, Health Education) and RSHE (Relationships, Sex and Health Education) because RSHE is included within PSHE.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Maintained schools and academies are required to provide a curriculum which is broad and balanced in accordance with Section 78 of the Education Act 2002. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

2. Aims

To provide pupils with the knowledge and skills they need in order to reach their potential as individuals and within society. This education also helps them explore their own and others' attitudes and values within the local, national and global community.

In participating in PSHE learning, pupils recognise their own worth, the value of others and reflect on the multitude of the spiritual, moral, social and cultural issues they will face as young adults and beyond.

They also learn to understand and respect diversity, the rule of law, and learn ways to identify and manage risk.

In our school we choose to deliver Personal, Social, Health Education using Twinkl Life.

3. Intent

- For pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work
- to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education)

- reinforce and embed school aims and values

This policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Stay safe in the on and off-line world
- Remain physically healthy and seek appropriate support to do so
- Remain emotionally healthy and seek appropriate support if they are worried about their mental health
- Form and maintain healthy and safe relationships
- Identify and manage risk
- Live and work with others
- Be active citizens
- Understand their own and others' values, rights and responsibilities
- Consider their aspirations and develop resilience for life challenges ahead
- Live in a democratic society
- Develop personal skills such as effective communication, assertiveness, budgeting and wider life-skills

4. School values

RESPONSIBILITY

- taking care of ourselves, others and our environment

EMPATHY

- we understand what others are feeling and we show care for others

RESPECT

- we show respect for each other, regardless of similarities and differences

CO – OPERATION

- working together with kindness and patience

SELF – BELIEF

- having confidence in ourselves and what we can achieve

POSITIVITY

- keeping a positive attitude and persevering, particularly when finding things difficult

INCLUSIVITY

- we celebrate each child's uniqueness and individuality

High quality PSHE lessons and activities supports, promotes and develops the aims and values outlined above.

5. Implementation

- Assemblies – theme-based assemblies which highlight and reinforce school aims and values as outlined above
- Positive behaviour reinforcement – highlighting and rewarding positive behaviour and attitudes
- Whole school focus weeks – anti-bullying, internet safety, community
- Circle/talk time – provision of additional time to explore and discuss issues specific to the class
- Weekly lessons taught by class teachers based on the PSHE Association Programme of Study for Key Stages 1 & 2 - The Programme of Study focus' on 3 key areas - Health and Wellbeing, Relationships, Living in the wider world
 - Twinkl Life resources will be used as the method of delivery

PSHE Programme Content Overview

Unit Title	Content
It's My Body	Includes how to stay healthy and look after your body, what has harmful effects on the body and focus on both physical and mental health.
Safety First	Includes how to stay safe at home, in different situations, how to assess risk and how to respond to emergency situations.
Growing Up	Includes families, relationships, respect for each other, body parts, changes through puberty and reproduction (not sex education).
Think Positive	Includes goals and impacts on decisions, importance of positive attitude and mindfulness.
TEAM (Together Everyone Achieves More)	Includes belonging, bullying, actions, behaviour, responsibilities and the attributes of a good team.
Be Yourself	Includes feelings and how to cope with them, celebrating being unique, impact of media and making choices.
VIPs	Includes identifying who is important, families and friends, resolving arguments, healthy and unhealthy relationships.
Digital Wellbeing	Includes balancing screen time, staying safe online, personal information, reliability of information and how to get help.
Aiming High	Includes positive learning attitudes, interests and skills, aspirations and coping with change.
One World	Includes where people live around the world, similarities and differences, climate change and impact of choices.
Money Matters	Includes how to spend and save money, personal information, difference between wants and needs, influences on spending.
Diverse Britain	Includes communities, life in the UK, rules and laws, diverse society, democracy and human rights.

These units are taught on a spiral throughout the key stages to ensure skill and knowledge progression. More information is available on the curriculum area on the school website or from the class teacher on request.

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

Relationships and Health Education is compulsory for all primary schools as set out in the DfE Guidance (2025).

Primary schools may provide additional age-appropriate sex education outside that covered by statutory Health Education (Developing Bodies), and this can be included within PSHE or as part of the statutory Science curriculum (life-cycles).

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. RSHE will look at aspects of diversity in an inclusive and non-judgemental way. This sits alongside the essential understanding of how to be healthy.

All schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE, and these details are included within this policy. We have also chosen to include Health Education in this policy in line with best practice. This PSHE policy is available to anyone on request and is also available on the school website. It is our school governors' responsibility to ensure that the policy is developed and implemented effectively.

We define Relationships Education as learning how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved.

Parental withdraw from sex education

All parents and carers will be informed of the teaching unit when parts of the body and changes during puberty are being taught to their child. Although parents and carers have the right to request that their child be withdrawn from sex education (that does not form part of the Science curriculum), **they cannot withdraw from any Relationships or Health Education lessons** and this includes lessons about puberty. (Section 21, DfE, 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education). **Children learning correct terminology for body parts is also a statutory requirement as set out in Section 40 of the statutory guidance for Health Education (DfE, 2025).** Body terminology is introduced in Year 1 and is added to and reinforced in the Years 2-6. This is not considered to be sex education from which parents can withdraw. Before granting any request to withdraw a child from sex education we seek to work with the parents/carers concerned to ensure that their wishes are understood and to clarify the nature and purpose of our PSHE curriculum. We will also explain any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their

peers' version of what was said in class, which may not be accurate. We will document this process to ensure a record is kept.

Once those discussions have taken place, the school will respect the parents' request to withdraw the pupil. If a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Transparency with parents/ carers about the PSHE curriculum and resources

Parents and carers have the right to see a representative sample of materials used within the teaching of RSHE and can do so by prior appointment with a member of staff. The curriculum overviews are available on our school website. As many PSHE materials are copyrighted, the school is not permitted to put teaching materials on any public facing website or social media. On request any parent/carer can request to see all materials their child will be taught as part of Relationships, Health and Sex Education.

If parents would like to see materials, they need to request this via the class teacher or the school office. School will then collate the relevant materials and invite parents to come in to school to view them.

The school consults parents/carers when developing this policy, the policy was shared on the school newsletter for parents/carers to view. The school gives serious consideration to any comments from parents/carers about the RSHE policy and teaching programme. The overall decision about the content of the school's PSHE programme lies with the school, informed by statutory duties, so parents/carers are not able to veto curriculum content.

The role of the Headteacher and the Governing body

Our Governing body ensures:

- all pupils have an entitlement to PSHE/ RSHE;
- the school is fulfilling its statutory obligations in regard to PSHE/RSHE;
- all pupils make progress in regard to PSHE/RSHE;
- PSHE/RSHE is led effectively, managed, timetabled, resourced and well-planned so the school fulfils its statutory obligations;
- the quality of PSHE/RSHE provision is subject to regular monitoring and evaluation;
- teaching is delivered in ways that are accessible to all pupils;
- clear information is provided for parents/guardians on the subject content and the right to request that their child is withdrawn from sex education outside of any statutory elements.

The headteacher and governors monitor this policy on a regular basis.

Governors require the headteacher to keep a written record, giving details of the content and delivery of PSHE that is taught in school. Governors scrutinise materials to check they are in accordance with the school's ethos and values framework, and to meet safeguarding obligations.

Use of visitors and external agencies

The PSHE Subject Lead will liaise with external agencies and visitors regarding the school PSHE programme and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework as part of the school's quality assurance and safeguarding processes.

PSHE and Safeguarding

Inevitably the key themes regarding safeguarding pupil wellbeing are topics that are taught within PSHE. Safeguarding is a statutory duty and we ensure there is age-appropriate content within PSHE to educate pupils about keeping themselves and others safe.

Inclusion

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children. Our inclusive PSHE fosters good relations between pupils and tackles all types of prejudice and discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006). *"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019).

Monitoring and Evaluation

The governor responsible for PSHE monitors this policy on an annual basis. They report their findings and recommendations to the full governing body, as necessary.

The subject lead reviews teaching and learning and uses this to ensure the PSHE programme remains current, closely matched to students need, and that teaching and learning is effective. Monitoring and evaluation is carried out as follows:

- Book monitoring
- Staff evaluations
- Pupil evaluations/voice

- Lesson drop ins

Meeting the needs of all pupils

Our School Council and Pupil Voice are involved in collating pupil voice regarding what is being taught, what they think is missing and any other suggestions or comments. This information is then shared with the RSHE lead who will adapt lesson coverage if appropriate.

PSHE and RSHE education plays an important role for learners with SEND. Pupils are given the opportunities to rehearse and embed practical skills and understanding they need to lead independent and fulfilling lives and enjoy safe and healthy relationships.

RSHE lessons at East Ayton Primary School provide an inclusive environment where learners have the opportunity to explore and reflect upon issues that affect them and can develop strategies and skills to manage real-life situations. RSHE lessons are delivered in a way to meet the needs of all children, using a combination of teaching methods to ensure that all children are able to access learning and are engaged in the topic. All children will be supported to access age-appropriate content in RSHE through support within the class, teaching strategies and resources such as visuals and symbols. We adapt the curriculum content and resource appropriately, to enable all children to make progress in RSHE. Teachers take children's EHCP's and Learning Plans into consideration when planning RSHE lessons and make any adaptations they feel necessary to ensure that all children achieve. We work in compliance with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 to ensure our curriculum is accessible for pupils with SEND.

Disclosures in PSHE/Managing sensitive discussions

Staff are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed as appropriate. If this person believes that the child is at risk or in danger, they will talk to the Designated Safeguarding Lead (DSL) who takes action as laid down in the school's safeguarding policy. The pupil will be supported by staff throughout the process.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in PSHE. Teachers are prepared to handle personal issues and deal sensitively with, and to follow up appropriately, disclosures made in a group or by individual children. Issues that we address in PSHE are likely to be sensitive and controversial sometimes because they have a political, social or personal impact, or deal with different values and beliefs.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers, peers or families.

Children will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. This teaching

will remain age-appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Answering Difficult Questions and Managing Sensitive Issues

Both formal and informal PSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE Subject Lead or Designated Safeguarding Lead if they are concerned or need support.

Where possible, teaching strategies use 'distancing' so that pupils discuss issues 'theoretically' e.g., through a case study or a scenario, rather than drawing on personal experiences.

6. Impact

Pupils at East Ayton Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.