

Personal Social Health Economic Education (PSHE) and Relationships and Sex (RSE) Education Policy

This Policy was produced by Caroline Baker in consultation with the Headteacher, Parents & Governors of Tenbury CE Primary Academy

September 2025

(To be reviewed in September 2026)

Rationale and Ethos

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

Our Vision and Aims

Our vision is to be a place of great love and great learning, built upon our Christian values, where **everyone thrives** on encouragement, support and challenge.

As part of this vision, we aim to deliver a high-quality Personal, Social, Health and Economic Education (PSHE) and Relationship, Sex and Health Education (RSHE) curriculum in which we convey accurate, relevant and age-appropriate information to pupils. This will ensure that our children can achieve their full potential and will leave our school prepared for the demands of society in their future. Relationships Education is defined as an education that will support pupils in their understanding of healthy friendships, families and relationships with children and adults. We define Sex Education as striving to enable children to act responsibly in making and maintaining relationships with others, feeling good about themselves and the choices they make, developing assertiveness skills, developing the ability to respect themselves and others in the context of their own sexual development, and to take account of sexuality, gender, roles and responsibilities. At our school we consider PSHE to incorporate all elements of RSHE as well, however for clarity within this policy we will write both terms.

We aim to **teach children about PSHE and RSHE** in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We very strongly believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in our particular school. As such, the **RSHE** strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children, including those with special educational needs or disabilities (SEND).

Teachers make PSHE Education lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. These include role-play; the use of learning partners and small group work; whole-class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of appropriate film clips, books and websites; matching games; problem-solving and challenge activities. These approaches are designed to develop key skills such as empathy and the ability to articulate ideas clearly and to listen to and engage with other points of view.

Legislation

What is PSHE and RSHE Education?

Personal, Social, Health and Economic Education (PSHE) is a non-statutory subject in which pupils are taught skills and subject knowledge which will help to support them in their own lives, relationships and communities. **Relationships and Health Education** is a **statutory** component of the curriculum in Primary Schools from September 2020. Relationships Education involves learning about many strands including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up. Health Education covers healthy lifestyles, first aid, mental health, hygiene and puberty.

The official guidance for Relationships, Sex Education and Health Education from the Department for Education can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Tenbury CE Primary Academy we believe that PSHE and RSHE equip our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships; recognise potential threats to their wellbeing and personal safety; develop meaningful relationships with others throughout their lives; and know how to keep themselves safe and healthy.

We also believe that a complete PSHE and RSHE curriculum is important, despite these not being a statutory requirement, to ensure that pupils have a well-rounded and rich curriculum covering a range of life skills as well as financial education and social education, learning about being part of a community and about social issues which affect their local area, nation and the whole world.

A high-quality spiral PSHE curriculum can also contribute to providing personal development for all pupils, which is one of the 5 inspection areas of Ofsted inspections. (The requirements are included in the appendix below.)

The importance of celebrating diversity within PSHE and RSHE

We strive to promote **equality** through all aspects of our RSE and PSHE teaching. As such, our curriculum promotes **tolerance and acceptance**.

Just as we encourage Tenbury CE Primary Academy children to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and

religions. As an extension of this, pupils are taught about diversity in family structures and relationships, in line with British Values (see 'The Equality Act – 2010'; 'The Marriage Act – 2013'), including diverse families and same-sex parents. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. Ofsted also fully supports the notion that children should be taught about different families and relationships in modern Britain.

Who delivers the PSHE and RSHE Curriculum?

All Relationships Education lessons will be taught by teaching staff who are trained in delivering the specific content of the lessons. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material ensuring that classes create their own ground rules. Staff will be fully aware of the children in their class and of any sensitivities which might need to be acknowledged when delivering particular units. Our school is following the Collins *My Life* curriculum. This is a complete PSHE and RSHE programme which has been designed to cover the statutory content and wider aspects of the PSHE curriculum such as economic education and living in the wider world. The programme offers lesson plans, resources and PowerPoints that can be used to support our teachers' planning and adapted to our pupils' needs each year. The headteacher will be responsible for liaising with the PSHE coordinator and a working party of parents/carers and pupils to ensure that feedback on the curriculum and the resources is reviewed and fed forward into curriculum design and policies where appropriate. The headteacher will also assist the PSHE coordinator to facilitate PSHE and RSHE training and CPD where needed.

In addition, we are using the 'Goodness and Mercy' resources to support the teaching of RSHE in our Church school. The orange sections of these materials are written with CE/Methodist schools in mind and support a distinctively Christian theological approach to RSHE, which we use to supplement the Collins 'My Life' curriculum resources and activities.

The PSHE coordinator will monitor progression in the subject, observing lessons and reviewing feedback from teachers to help to develop the curriculum content and to ensure that the necessary resources are in place. They will also be responsible for reviewing and updating the policy with the headteacher. The PSHE coordinator will ensure that there is a clear progression of skills and content across the PSHE curriculum with the help of the Collins *My Life* scheme.

Curriculum Design

PSHE and RSHE – Subject Content

Using the *My Life* programme will help the school to sequence PSHE and RSHE learning into age-appropriate units which show progression from Year 1 to Year 6. An overview of each *My Life* topic is provided at the end of this document.

EYFS Personal, Social, emotional development (PSED) will be taught covering the content in the table below. The curriculum will allow for the development of the EYFS content shown in the appendix to this document.

As part of the children's **statutory Science Curriculum** in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth (but not how reproduction occurs). The Relationship strand of our PSHE Curriculum supports this learning. We are committed to ensuring that the children receive factually

accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

In Year 5, as part of the **statutory Science Curriculum**, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty. Recent government guidance strongly suggests that 'All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes.' We support this statement and believe that children are ready to receive honest, open and factual education about relationships and growing up in this year group. As part of the Relationships curriculum, during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with their class teacher.

Stakeholders

PSHE and RSHE– Parents, Carers and Partnerships

At Tenbury CE Primary Academy we believe clarity is essential and welcome any discussion with parents and carers which will inform conversations at home about 'Relationships'.

We endeavour to have a strong partnership with parents and carers and will always aim to be transparent in communicating what is being taught and when. We believe that together we can address misconceptions children may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies, other people and the world around them. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, keep themselves safe, develop their understanding of their feelings and the feelings of other people, and learn how to be responsible and accountable members of the community and world. In order to enhance our PSHE provision, we will welcome external speakers and friends of the community into school to share their expertise if necessary or appropriate. Any booking of external speakers will adhere to our school guidelines in our Equality Policy and School Visitor Policy.

We will provide parents/carers with recommended picture and chapter books to support their own understanding of the curriculum as well as supporting their children through story time, discussion and signposting to age appropriate resources. All teaching materials and resources used will be available to parent/carers to ensure full transparency of both content and pedagogy.

By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of PSHE and RSHE that will affect our children's lives so fundamentally – both now and in the future.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of PSHE or RSHE, then they should ask to speak to the PSHE Coordinator or a senior member of staff who will be able to provide more specific information on curriculum and resources that are used to the PSHE or RSHE Curriculum.

Relationship & Sex Education – Right to Withdraw

From September 2020, Relationships Education became statutory for all children, in all primary schools. This means that parents and carers cannot withdraw their child from these lessons.

However, they will be able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the science national curriculum. If parents/carers chose to withdraw their child/ren from the Sex Education lessons, they can speak to the PSHE coordinator and Headteacher to arrange alternative provision during these lesson times.

Parent and carers can view Tenbury CE Primary Academy's progressive and developmental PSHE and RSHE Curriculum on our website to see how it has been carefully considered to build on the children's prior learning. Our *My Life* curriculum is engaging, inclusive and always age appropriate.

Parents and carers are very welcome to speak to the PSHE Coordinator or a senior member of staff about specific sessions in order to gain a full understanding of their content and how they will be taught. We are confident that these stage-appropriate lessons fit into Relationship Education in a purposeful and meaningful way.

Safe and Effective Practice

Confidentiality & Safeguarding – Keeping Children Safe

At Tenbury CE Primary Academy, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer personal questions or be forced to take part in discussions.) For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given.

All classes make available a class 'question box' which gives children the option of writing down their questions and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discussing their own lives and experiences.

In line with the school's Policy for Safeguarding and Child Protection, Tenbury CE Primary Academy is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

In addition, Tenbury CE Primary Academy staff have received training on the statutory guidance; 'Keeping Children Safe in Education' which details guidance for 'Teaching Online Safety in School'.

All Staff will exercise their professional judgement in order to keep their pupils safe. Ground rules are agreed within PSHE and RSHE for each class. This ensures a safe environment for group discussion and exploring delicate topics. Information given, and the views expressed by the pupils, will be treated in confidence where possible. However, pupils will be informed that 100% confidentiality cannot be assured. If any child makes a disclosure of a safeguarding issue – as with all such instances – the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with Tenbury CE Primary Academy's policy on Safeguarding and Child Protection.

Assessment, Monitoring & Reporting

Assessment and self-assessment are a vital part of learning in PSHE and RSHE. Each lesson gives an opportunity for assessment which can be adapted to suit the assessment policy of the school.

Some examples may include:

- journal entries

- baseline and post-unit assessments
- drama and role play assessment
- draw and write
- graffiti walls
- team and group project assessments.

To support their independence, children are given many opportunities to reflect on and evaluate their learning through self-assessment. This valuable life skill is reinforced and embedded across the curriculum through the *My Life* scheme and resources provided.

Pupil voice is also a key feature of our learning at Tenbury CE Primary Academy. We encourage our children to express opinions on how and where they would like their learning to go and we take these into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our pupils ensures that our policy and curriculum is responsive and meet the needs of all our learners from year to year. Parent and carers will also be invited to share their feedback on all aspects of the PSHE and RSHE curriculum throughout the year and this will be reviewed and responded to by the PSHE Coordinator and Headteacher.

Staff who deliver the PSHE and RSHE curriculum will reflect critically on their teaching and best practice can be shared at PSHE reviews, training sessions or staff meetings.

The PSHE Coordinator will have regular informal meetings each term to monitor planning and children's work to help her provide further relevant training opportunities.

Comments on children's learning and progress in PSHE and RSHE as part of their learning in PSHE should be reported to parents and carers informally at parent consultations. Reporting takes place more formally on their end-of-year school report in July.

PSHE and RSHE Education – Where to find information

Our inclusive *My Life* PSHE and RSHE curriculum forms a core part of our PSHE and RSHE teaching and covers the statutory elements of RSHE and a fuller, richer PSHE curriculum as well.

Details of this curriculum can be found on the school website or by speaking to the PSHE coordinator.

The PSHE curriculum should be read in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy.

Appendices

Ofsted Personal Development criteria

Developing:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

Promoting:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

Enabling/Supporting:

- Pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Providing:

- An effective careers programme in line with the government's statutory guidance on careers advice that offers pupils:
 - Unbiased careers advice
 - Experience of work, and
 - Contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire

EYFS content to be covered

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges Birth to Three; Three and Four-Year-Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

PSHE

Birth to three years:

Communication and Language

- Listen to other people’s talk with interest but can easily be distracted by other things.
- Make themselves understood and can become frustrated when they cannot. Start to say how they are feeling, using words as well as actions.
- Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal.

Personal, Social and Emotional Development

- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”)
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”

Physical Development

- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

Understanding the World	<p>Start eating independently and learning how to use a knife and fork.</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people.
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Three and Four year olds:

Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.

Physical Development	<ul style="list-style-type: none"> • Starting to eat independently and learning how to use a knife and fork. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception:

Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen. • Develop social phrases.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.
Physical Development	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

ELG:

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
	Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.