Personal, Social, Health and Economic (PSHE) Education Policy including Relationships, Sex and Health Education (RSHE) Policy

26/27

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Contents

1. Purpose and scope
2. Legal and policy framework
3. Aims of the policy
4. Guiding principles
5. Curriculum: What we teach and when.
6. Teaching and learning
7. Inclusion, accessibility and SEND
8. Safeguarding, confidentiality and reporting
9. Roles and responsibilities
10. Working with parents and transparency
11. Right to request withdrawal
12. Staff training and quality assurance.
13. Resources and external partners
14. Monitoring, evaluation and reporting
15. Complaints
16. Publication

Appendices

1. Purpose and scope

This policy sets out how Herefordshire Marches of Federated Academies (HMFA) schools deliver PSHE education, including statutory Relationships Education in line with the Department for Education's updated statutory guidance to be followed from 1 September 2026. Schools must have regard to this guidance and be able to justify any departures.

It applies to all pupils in HMFA, including pupils with SEND, and forms part of our whole-school approach to safeguarding**,** personal development**,** behaviour and attitudes, and equality.

https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

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2. Legal and policy framework

Our provision is informed by and compliant with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (statutory guidance) — updated July 2025, for introduction on 1 September 2026.
- Government consultation response and ministerial statement (July 2025) clarifying implementation expectations and guiding principles.
- Keeping Children Safe in Education (KCSIE), including online safety, filtering/monitoring, and sexual violence/harassment between children.
- Equality Act 2010**,** Education Act 2002 s.80A, and Education Act 1996 s.403 (as referenced in the statutory guidance).
- Ofsted's inspection handbooks/frameworks for schools (personal development and safeguarding).

3. Aims of the policy

Through PSHE (including RSHE), we aim to help pupils:

1. **Build healthy, respectful relationships** and understand consent, kindness and sexual ethics beyond consent alone.
2. **Stay safe on- and offline**, including recognising grooming, pornography harms, online misogyny and incel ideologies, deepfakes, scams and financial harms.
3. **Understand their bodies** (correct anatomical vocabulary from the primary curriculum) puberty, menstrual health, and (in secondary) sexual health, contraception and STIs.
4. **Develop mental health literacy**, emotional regulation and help-seeking, as part of a planned approach.
5. **Challenge prejudice and discrimination,** including misogyny, homophobia, biphobia, transphobia, racism and disability-based discrimination. Teaching will promote respect and inclusion for all, and provide age-appropriate, factual information about biological sex and protected characteristics, including gender reassignment, in line with UK law. Teaching will be delivered in a balanced way and will not promote any single viewpoint.
6. **Develop personal safety** (fire, road, rail, water), risk awareness and first aid basics (age/stage appropriate).
7. **Learn economic wellbeing** basics (age/stage appropriate): budgeting, consumer rights, fraud/scams and digital commerce risks.

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4. Guiding principles

We adopt the updated guidance's seven guiding principles (summarised):

- Pupil engagement and voice
- Parent engagement and transparency
- Positivity
- Relevance and sequencing
- Inclusion (SEND and diverse backgrounds)
- Skilled delivery/CPD
- Safe, evidence-informed practice**.**

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5. Curriculum: what we teach and when

HMFA schools use Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision. This meets all the outcomes in the PSHE Association Programmes of Study and the requirements of the DfE publication Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education.

5.1 Structure

Our PSHE curriculum is sequenced from EYFS /KS1 to build knowledge and skills progressively through to KS2. There are no statutory age limits in the new guidance; topics are taught when age- and stage-appropriate and in response to safeguarding need. These decisions will be made as a school.

5.2 Primary (Relationships Education & Health Education)

Core strands include:

- Families & caring relationships (including same-sex parents, adoption, fostering).
- Friendships, boundaries and consent, kindness and help-seeking.
- Online life (privacy, personal data, location settings, gaming/gambling age restrictions, scams).
- Developing bodies (correct anatomical names incl. penis, vulva, vagina, testicles, etc.; privacy and body autonomy for safeguarding).
- Health & wellbeing (sleep, activity, oral hygiene, emotional regulation, change/bereavement).
- Personal safety (roads, rail, water, fire) and how to seek help.

Primary sex education (non-statutory)

HMFA schools do not teach sex education in primary beyond the statutory national curriculum for science. Should HMFA choose to provide additional sex education in the future, parents will be consulted annually and curriculum overviews will be published (see Section 10). Parents would have the right to request withdrawal from any non-statutory sex education (see Section 11).

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

6. Teaching and learning

- Specialist-led**:** Lessons are delivered by trained staff using agreed, quality-assured resources and pedagogies suitable for sensitive topics. External agencies may contribute under teacher supervision; materials are pre-checked and shared with parents where appropriate.
- Safe learning: Ground rules, signposting, question boxes, de-personalised scenarios, and safeguarding briefings are used to ensure emotional safety. Disclosures follow our Safeguarding and Child Protection Policy (Section 8).
- Assessment**:** We assess knowledge, skills and attitudes over time (baseline, formative checks, reflection tasks, and end-point evaluations) to evidence impact, aligned to Ofsted's focus on outcomes for personal development.

  Delivery methods:
  - Film-clips/graphics
  - Scenarios and stories
  - Images and visual prompts
  - Reflection and discussions activities
  - Role play
  - Problem solving activities
  - Independent, paired and group work
  - The use of anonymous question boxes

7. Inclusion, accessibility and SEND

- Content is adapted (scaffolded language, visuals, concrete examples) so all pupils — including those with Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL)— can access and apply learning.
- We provide additional pre-teaching or small-group sessions where needed and work closely with parents/carers and the SEND team on individualised approaches.
- We avoid activities that reinforce gender stereotypes and proactively include diverse families and identities throughout.

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8. Safeguarding, confidentiality and reporting

RSHE is a key component of our safeguarding system. Any concerns or disclosures are handled under KCSIE and our Safeguarding and Child Protection Policy. Staff understand the limits of confidentiality; pupils are reminded that concerns may be shared with safeguarding staff to keep them safe. Our online safety curriculum aligns with KCSIE's expanded online harms (mis/disinformation and conspiracy content) and our filtering and monitoring arrangements.

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9. Roles and responsibilities

- **Governing Body**: Approves the policy; monitors statutory compliance; ensures parental engagement.
- **Headteacher/Head of School**: Ensures resourcing, staffing, CPD and compliant publication.
- **PSHE/RSHE Lead**: Designs curriculum, quality assures resources, trains staff, oversees evaluation and pupil voice.
- **Designated Safeguarding Lead (DSL)/Deputies**: Integrate RSHE with safeguarding; ensure safe teaching of sensitive topics (e.g., suicide prevention) and staff readiness. https://questions-statements.parliament.uk/written-statements/detail/2025-07-16/hcws825
- **Teachers/Support Staff**: Deliver curriculum, follow safeguarding procedures, signpost support.
- **Parents/Carers**: Engage with consultation, review materials, support learning at home.
- **Pupils**: Contribute feedback, participate respectfully, use learning to keep self and others safe.

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10. Working with parents and transparency

We proactively consult parents/carers on our RSHE approach, publish this policy and our curriculum overviews on each HMFA school's website, and provide information events and the opportunity to view materials. We keep parents/carers informed if provision shifts in ways not obvious from policy (e.g., changes of resource provider).

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11. Right to request withdrawal

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents/carers do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents/carers do not have the right to withdraw their child from Relationships Education or Health Education, as these subjects are statutory. In primary schools, the right to request withdrawal applies only to sex education that is delivered beyond the statutory national curriculum for science.
https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

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12. Staff training and quality assurance

We provide annual Continuing Personal Development (CPD) for all RSHE teachers (and briefings for wider staff), including on safe facilitation, addressing sexual harassment/violence, online harms and inclusive practice. Leaders periodically review lessons, pupil voice and outcomes; governors receive termly updates.

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13. Resources and external partners

We use evidence-informed, age-appropriate resources that align with the 2026 RSHE guidance (e.g., for online harms, correct anatomical vocabulary, inclusive relationship education). All third-party inputs are checked for accuracy, bias and safeguarding and materials are shared with parents where appropriate.

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14. Monitoring, evaluation and reporting

Impact is monitored through:

- Pupil voice, work samples, formative assessments;
- Behaviour/safeguarding indicators (e.g., reporting, peer support, incidents);
- Parent/carer feedback;
- Staff reflections and lesson observations.

The PSHE/RSHE Lead reports termly to SLT/governors on coverage, quality and impact (including SEND access), aligned with Ofsted expectations for personal development and safeguarding**.**

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15. Complaints

Complaints about RSHE delivery follow our Complaints Policy. Concerns about statutory compliance are referred to the Governing Body**.**

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16. Publication

This policy and the RSHE curriculum overview are published on each HMFA school's website and available in alternative formats on request.

Appendix A

PSHE Key Areas

Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

Identity
Considering what makes us who we are whilst learning about body image.

On the following pages (Appendix B), the Curriculum Map outlines lesson overviews. Lessons marked with an asterisk (*) appear in both Cycle A and Cycle B.

Pupils will be taught the same lesson in both Year 1 and Year 2, but these lessons have been designed so that the pupils will have a different learning experience within the lesson depending on their year group. This includes different learning activities, success criteria, key questions and differentiation and in some cases, different learning objectives.

Those lessons without an asterisk only appear once within the two-year cycle and it is suggested that schools use the enhanced 'Differentiation' section to support meeting the needs of the pupil.

Appendix B

PSHE / RSHE Curriculum Map (2026 Framework)

Kapow Primary — Suggested long-term plan: RSE & PSHE - Outline (EYFS: Reception)

Week	Autumn	Spring	Summer
Week 1	Self-regulation: My feelings **(6 lessons)** Lesson 1: Identifying my feelings	Managing self: Taking on challenges **(6 lessons)** Lesson 1: Why do we have rules?	Building relationships: My family and friends **(6 lessons)** Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	Building relationships: Special relationships **(6 lessons)** Lesson 1: My family	Self-regulation: Listening and following instructions **(6 lessons)** Lesson 1: Simon says	Managing self: My wellbeing **(6 lessons)** Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

Kapow Primary — RSE & PSHE (Mixed-age) Year 1/2

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Communicating with adults*	Communicating with adults*	Rules*	Rules*
2	People who help to keep us safe in our local community	Road safety*	Similar, yet different *	Similar, yet different *
3	Road safety*	Safety at home	Belonging	Caring for others: Animals
4	Safety with medicines*	Safety with medicines*	Job roles in the community	The needs of others
5	Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
6	The difference between secrets and surprises	The internet	Our local environment	School council
7	Appropriate contact*	Appropriate contact*		Giving my opinion
8	My private parts are private*	My private parts are private*		
9	Personal boundaries*	Personal boundaries*		

RSE & PSHE (Mixed-age) Year 1/2

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*
2	Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success
3	Friendships*	Friendships*	What am I like?	Developing a growth mindset
4	Families are all different	Other people's feelings	Ready for bed?	Being active
5	Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises
6	Getting along with others*	Friendship problems*	Sun safety	Healthy diet
7	Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth
8	Gender stereotypes*	Change and loss	People who help us stay healthy	

RSE & PSHE (Mixed-age) Year 1/2

	Economic Wellbeing	
	Cycle A	Cycle B
1	Money*	Money*
2	Needs and wants*	Needs and wants*
3	Looking after money	Saving and spending
4	Banks and building societies*	Banks and building societies*
5	Jobs*	Jobs*

	Transition	
	Cycle A	Cycle B
1	Transition lesson*	Transition lesson*

RSE & PSHE (Mixed-age) Year 3/4

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Be kind online	Fake emails	Recycling / reusing*	Recycling? reusing*
2	Cyberbullying	Internet safety: age restrictions	Local community buildings and groups*	Local community buildings and groups*
3	Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
4	Privacy and secrecy	Tobacco	Rules	Diverse communities
5	First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
6	Choices and influences*	Choices and influences*	Human rights	Charity
7	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Year 3: Road safety Year 4: Growing up	Year 3: Road safety Year 4: Growing up		

RSE & PSHE (Mixed-age) Year 3/4

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
2	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
3	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
7	Learning who to trust	Effective communication to support relationships	Communicating my feelings*	Communicating my feelings*
8	Respecting differences*	Respect and manners	My happiness	Mental health
9	Change and loss - bereavement*	Respecting differences		

RSE & PSHE (Mixed-age) Year 3/4

	Economic Wellbeing	
	Cycle A	Cycle B
1	Spending choices*	Spending choices*
2	Budgeting*	Budgeting*
3	Money and emotions *	Money and emotions *
4	Jobs and careers*	Jobs and careers*
5	Gender and careers	Jobs for me

	Transition	
	Cycle A	Cycle B
1	Coping strategies*	Coping strategies*

RSE & PSHE (Mixed-age) Year 5/6

	Safety and the changing body		Citizenship	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Online friendships	Critical digital consumers	Breaking the law	Pressure groups
2	Staying safe online	Social media	Prejudice and discrimination	Valuing diversity
3	First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
4	Alcohol	First Aid: Basic life support	Contributing to the community	Caring for others
5	Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Rights and responsibilities*
6	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation Year 6: Conception	Parliament and national democracy*	Parliament and national democracy*
7	Year 5: Menstruation Year 6: Conception	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth		
8	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth			

RSE & PSHE (Mixed-age) Year 5/6

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?
3	Respect*	Respect*	Embracing failure	Taking responsibility for my health
4	Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
6	Bullying	Stereotyping	Healthy meals	Immunisation
7	Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
8	Challenging stereotypes	Change and loss		Good and bad habits

RSE & PSHE (Mixed-age) Year 5/6

	Economic wellbeing	
	Cycle A	Cycle B
1	Borrowing	Attitudes to money
2	Income and expenditure	Keeping money safe
3	Prioritising spending	Stereotypes in the workplace
4	Risks with money	Gambling
5	Careers*	Careers*

	Identity	
	Cycle A	Cycle B
1	Year 6: What is identity?	Year 6: What is identity?
2	Year 6: Identity and body image	Year 6: Identity and body image

	Transition lesson	
	Cycle A	Cycle B
1	Roles and responsibilities*	Roles and responsibilities*

Appendix C

To be completed by parents/carers	
Name of child:	**Class:**
Name of parent:	**Date:**
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent signature:	

To be completed by the school	
Agreed actions from discussion with parents/carers.	
School signature:	