



Rowley Park

Primary Academy

RHE and PSHE Policy

Introduction

This policy outlines our school's approach to the teaching, organisation and management of Personal, Social, Health and Economic (PSHE) Education taught at Rowley Park Primary Academy. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PSHE leader and ultimately the Headteacher.

PSHE includes Relationships Education, from the July 2025 DFE guidance which is statutory in primary schools from September 2026.

The aim of this policy is to ensure that leaders, teachers and parents understand the PSHE curriculum at Victoria Academies Trust and our approach to teaching it. PSHE and Relationships are an important and necessary part of education and living in modern Britain. We believe it is vital to equip pupils with a sound understanding of the risks of the modern world and with the knowledge and skills necessary to make safe and informed decisions.

Aims and Values

Our approach teaches the content of the curriculum in an age appropriate and sensitive manner.

All of this content will support our five core values (Unity, Integrity, Courage, Curiosity, Excellence). These will ensure all pupils will develop resilience and character so that all pupils are happy, safe, successful and productive members of society.



Through the nurturing of personal relationships, mutual respect and the understanding of a loving family unit; pupils will understand and respect that families can be different to their own.



Children will develop sensitivity towards the feelings and needs of others and educate against discrimination and prejudice. They will show kindness and respect to others and can challenge when needed.



Children will learn to celebrate individual and group achievements so that they can be the best that they can be.

Curiosity

To build strategies to empower children and allow them to make informed choices and actively engage children to be a positive citizen and make a difference.

Excellence

Pupils will develop resilience and develop mental well-being strategies to cope with emotions and the ups and downs of everyday life. They will learn how to avoid harms before they occur. They will learn from their mistakes.

High quality relationships education helps create safe school communities in which children can grow, learn, and develop positive, healthy behaviour for life. Through the Relationships Education lessons delivered as part of the PSHE curriculum, schools will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong. This guidance comes directly from the Department for Education document issued in 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education.

‘Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged’.

PSHE Association

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

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). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Relationships Education and Health Education must be accessible for all. This is particularly important when planning teaching for pupils with special educational needs and disabilities and those with Social, Emotional and Mental Health needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. Teachers are aware of the need for religious, family and cultural sensitivity and respect the backgrounds of all our children when delivering all PSHE lessons.

Right to withdraw

Statutory guidance now requires every primary age child to receive Relationships and Health education and therefore no child can be withdrawn.

Sex education is not statutory until secondary and will therefore not be taught in our schools. If a pupil asks a question which goes beyond the RHE education covered by the school, the teacher will encourage the child to speak with a parent or trusted adult for further support.

Aspects of the Science curriculum will cover life cycles on animals including humans, and that animals, including humans, produce offspring. This is part of the statutory Science curriculum and therefore there is no right for parents to withdraw.

We will teach changes to the adolescent body (Puberty) from Year 4 onwards. Communication regarding the content of this material will be made available to parents prior to teaching and we will provide an opportunity for parents to view materials used in lessons.

Policy Development and Consultation Process

This policy has been written in response to the update to the DFE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education. A working group made up of leaders from all trust schools, have worked together to produce a draft policy which reflects our school's communities and our trust values.

Following this, consultations were held at individual schools with Academy Councils and the wider parent body via questionnaires. Any updated policy (including those due statutory changes) is approved by Academy Councils of individual schools in consultation with stakeholders.

Teaching and Learning

The content of the PSHE curriculum as set out in the National Curriculum can be seen in Appendix 1.

The teaching of the PSHE curriculum is delivered through a combination of discrete lessons (using Jigsaw teaching resources), lessons related within cross curricular challenges within the curriculum, and through whole school events, assemblies and project days or weeks.

Staff understand that they have an important role in modelling positive behaviour and avoid language that might perpetuate harmful stereotypes. Both within and beyond the classroom, staff will be mindful of everyday sexism, misogyny, homophobic and stereotypes and take action where prejudice is identified.

Monitoring Arrangements

The delivery of PSHE and Relationship education is monitored by Helen Smith and SLT through:

- Planning scrutinies
- Learning Walks
- Pupils Voice
- Lesson Observations
- Book Looks

Pupils' development in RHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head Teacher in line with statutory curriculum changes or every four years. At every review, the policy will be approved by the Academy Council.

Date:	September 2026	<u>To be reviewed:</u>	September 2028
Approved by AC Signed and dated			
Headteacher Signed and date			

Appendix 1: Statutory curriculum coverage:

Aspect A: Relationships Education

1. <i>Families and people who care for me.</i>
Pupils should know: • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
2. <i>Caring friendships</i>
Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • how to recognise when a friendship is making them feel unhappy, or uncomfortable, and how to get support when needed.
3. <i>Respectful, kind relationships</i>
Pupils should know: • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect;

how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

4. Online safety and awareness

Pupils should know:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it

everywhere and no control over where it ends up.

- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

5. Being Safe:

Pupils should know

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources

Aspect B: Health Wellbeing

1. General Wellbeing

Pupils should know:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- That it is common to experience mental health problems, and early support can help.

2. Wellbeing online

Pupils should know:

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

3. Physical Health and Fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous physical activity.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

4. Healthy Eating

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the

impact of alcohol on diet or health).

5. *Drugs, alcohol and tobacco*

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

6. *Health protection and Prevention*

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

7. *Personal safety*

Pupils should know:

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

8. *Basic First Aid*

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

9. *Developing bodies (mainly Year 4 and above)*

Pupils should know:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles,

scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Aspect C: Living in the Wider World

1. Roles and Responsibilities

Pupils should know

- the reason why we have rules, to learn about rules as expectations, to understand that rules may need to be changed.
- to agree and follow rules for their group and classroom
- about how rules can contribute to the life of the class
- the term 'anarchy' and understand the implications of living in an anarchic society and the meaning of the following: democracy, sovereignty, dictatorship, government, monarchy
- about organisations such as the United Nations and understand the importance and significance of equal rights
- why it is important to be able to take turns. To understand the concept of 'borrowing and sharing.
- that everyone has a responsibility to consider the needs of others and to understand why it is important to behave responsibly. Pupils should recognise that actions have consequences and understand that people and other living things have needs and that they have responsibilities to meet them

2. Communities

Pupils should know

- their role in the class community and our community outside of school.
- how to contribute to the life of the classroom
- that they belong to various groups and communities and the importance of developing a sense of belonging in the wider community
- ways of looking after the school or community and how to care for the local environment
- the importance of shared responsibility within all communities.

3. Money and finance

Pupils should know

- where money comes from and to recognise notes and coins. Pupils should understand that people make a choice to spend money on things that they need.
- about the role of money in our society
- the different types of work people do and learn about different places of work.
- to make the connection between their learning, the world of work and their future economic wellbeing.

- why it is important to keep money safe
- that we cannot always afford the items we want to buy
- the importance of choices and spending money wisely
- about budgeting and what it means to budget
- the financial terms such as loan, interest, tax and discount
- the principles of enterprise and contribute to enterprise activities. Pupils should understand profit and loss
- the principles of charity work
- about and reflect on their own spending habits / choices
- why financial management and planning is important from a young age

4. Discrimination and Diversity

Pupils should know

- and understand the terms 'discrimination' and 'stereotype'
- to challenge stereotypes relating to gender and work
- the benefits of living in a diverse community and learn to celebrate diversity