



PSHRE Policy

(Personal, Social, Health, Relationships, and Economic)

Date policy last reviewed: August 2026

Statement of Intent

The safety and welfare of all children is the highest priority of Radwinter CofE Primary School. This policy outlines how our commitment to high quality teaching of PSHE and RSE ensures that our pupils are happy, safe and secure under our care. We understand the vast importance that PSHE and RSE have on ensuring pupils leave primary school prepared for their future with key personal skills, a secure understanding of the world and knowledge of how to function effectively in, and contribute meaningfully to, society.

This policy applies to all staff, including temporary staff, volunteers and those leading extended school provision

1. Defining PSHE and RSE

PSHE

PSHE is defined as the teaching of personal, social, health and economic education. At Radwinter CofE Primary School, we believe it to be an essential part of all pupils' education and teach each aspect to a high standard despite 'Health' being the only statutory component of PSHE.

Our PSHE curriculum is underpinned by our strong Christian ethos that values all of God's children equally and is inspired by the biblical passage that our vision is rooted in:

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

PSHE is fundamental for equipping our pupils to be able to successfully navigate through different life situations. We teach them how to connect with and understand themselves as well as how to adopt healthy lifestyle choices and routines. Moreover, children learn how to conduct themselves positively in a team scenario through group debates, projects and presentations. This prepares them for their future education pathways and the world of work later in life. Similarly, we believe children need a good understanding of economics: how to handle their finances, where money comes from, where money goes, how to earn more money and what to do if you do not have money. This also complements our intention to ensure children have a realistic and informed understanding of the world: it's diversity, causes of conflict, the power of unity, and human rights and responsibilities.

RSE

Relationships and Sex Education (RSE) in primary schools refers to the statutory teaching of Relationships Education and Health Education alongside any additional non-statutory sex education.

Relationships Education is the teaching of skills and knowledge needed to enable individuals to make informed, safe, and responsible decisions around building positive relationships with others. Relationships Education is compulsory for all primary pupils.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived through sexual intercourse and what this is, and how the baby is born.

Sex Education is not compulsory in primary schools though schools can choose to cover some aspects of Sex Education. We have opted to do this, for Year 6 pupils, as we wish to ensure our pupils are fully equipped and knowledgeable ahead of their transition to secondary school and greater independence. We want to provide quality sex education so that pupils are confident in the rights of their bodies, understand the scientific changes occurring within them and are confident in identifying risks and can prevent themselves from harm.

We believe RSE (Relationships and Sex Education) to be integral for helping our children know how to establish and maintain healthy, loving relationships with friends and family whilst also understanding how relationships, feelings and bodies change over time. Our children come from a variety of different local areas and can often experience mixed-aged classes which means their interpersonal friendship and teamwork skills are critical for them when forming friendships. Similarly, we have a large number of service children so

understand the importance of relationships education in supporting them if family members are away or they are new to an area and settling in. We also believe it is our duty to ensure our pupils are fully educated about the changes that they may experience in their bodies as they grow up and the reasons behind these; without this knowledge, pupils may feel unnecessarily anxious or think that they are the only person experiencing something. To support all of our pupils with their RSE we establish a culture of openness, honesty and trust so that pupils feel supported and able to speak to adults in the school for guidance.

For a feeling of unity and to reflect that we value all elements of PSHE and RSE as fundamental for development, even if the content is not statutory, we have amalgamated the two acronyms (PSHE and RSE) into one: PSHRE. This term refers to the personal social, health, relationships (including sex) and economic education taught at Radwinter.

2. Related Policies and Guidance

This policy is aligned with the following statutory guidance:

- DFE Relationships and Sex Education (RSE) and Health Education (2025)
- Education Act 2002
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- National Curriculum for Science

This policy should be read alongside the following school policies:

- Anti-Bullying
- Behaviour and Relationships
- Child protection and Safeguarding
- Curriculum
- Equality, Diversity and Inclusion
- Harmful Sexual Behaviour and Child on Child Abuse
- Health, Safety and Wellbeing
- Healthy Eating and Drinking
- Inclusion
- Mental Health Wellbeing
- Online Safety
- PREVENT
- SEND
- SMSC
- SEMH
- Teaching and Learning

3. Aims

The aim of this policy is to ensure that all members of our school community are delivering appropriate and quality provision of PSHRE. Through our Christian context, we nurture love and kindness above all else: kindness to others, kindness to ourselves; loving one another, the world and ourselves like God has loved us.

We believe PSHRE is essential for helping young people develop a strong sense of identity, self-belief and confidence. We know that every child is unique and special and this is reflected in PSHRE lessons where there are high standards of tolerance, fairness and respect.

4. Roles and Responsibilities

Governing Body

The governing body is responsible for ensuring that the school complies with statutory requirements for Relationships Education and Health Education. Governors monitor the effectiveness of the policy, approve updates, and ensure the curriculum reflects the school's values, promotes equality, and meets the needs of all pupils. They hold leaders to account for high-quality, inclusive provision.

Headteacher

The headteacher ensures that the PSHRE policy is implemented consistently across the school and that staff are suitably trained and supported. They oversee curriculum planning, ensure teaching is age-appropriate and inclusive, and manage parental consultation. The headteacher also ensures safeguarding procedures are followed when sensitive issues arise.

Subject Lead

The PSHRE lead is responsible for designing, reviewing, and monitoring the curriculum to ensure it meets statutory requirements and reflects the needs of the school community. They provide guidance and resources for staff, lead professional development, monitor teaching and learning, evaluate assessment data and measure the impact of the curriculum. They also support teachers in responding to sensitive questions and ensuring lessons are inclusive and accessible for all pupils, including those with SEND.

Teachers

Teachers deliver PSHRE in a safe, respectful, and inclusive learning environment. They follow the school's policy and curriculum, use high-quality resources, and adapt teaching to meet the needs of all pupils. Teachers model positive relationships, respond sensitively to pupils' questions, and follow safeguarding procedures when concerns arise. With support from the subject lead, they communicate with parents about what is being taught through termly parent overviews and parent information sessions, where appropriate.

Parents and Carers

Parents and carers are encouraged to engage with the school's PSHRE curriculum and support their child's curiosities at home. They have the right to be informed about what will be taught and may request withdrawal from non-statutory sex education. Parents are expected to communicate any concerns or questions with the school and work in partnership to promote pupils' wellbeing and understanding of healthy, respectful relationships.

Pupils

Pupils are expected to engage positively with PSHRE lessons, show respect for others, and contribute to a safe and supportive learning environment. They should ask questions, share ideas appropriately, and apply what they learn to help build healthy relationships and make safe, informed choices.

5. Curriculum

Through our PSHRE curriculum, our children will flourish on a personal level and feel supported and prepared to tackle challenges by using their developed skills and knowledge:

- Taking time to reflect on personal achievements, rewarding oneself and feeling positive about the good things they have done whilst also being able to be reasonable in goal-setting
- Being an excellent team player/leader: listening, compromising, including everyone, motivating and encouraging
- Knowing that resilience and determination can help them overcome difficulties as well as having practical strategies to use when dealing with stress, pressure or disappointment
- Understanding diversity in the world, beyond our community, and being able to approach different cultures, traditions, religions or viewpoints with maturity, mutual respect and openness.

In line with the RSE statutory guidance (2026) and to complement our school's vision, we have developed our 'Embrace' curriculum which has 3 core themes:

Embrace love



Embrace Health



Embrace Life



Within each theme, there are several units of learning that ensure full coverage of the statutory curriculum expectations.

Embrace love	Embrace health	Embrace life
Being me (emotions and identity)	Healthy minds	Digital literacy
Friends	Healthy bodies	Economic wellbeing
Families	Managing risks	Communities
LEANs project (Learning about neurodiversity in school)	Personal safety	Growing up (inc. puberty for Y4 and Sex Education for Y6)

Our curriculum follows a 2-year cycle model due to our mixed-age classes thus pupils will be taught all content relevant to their phase by the time they move on to the next phase.

British Values

Alongside the formal PSHRE curriculum we actively promote the teaching of and engagement with British Values (democracy, individual liberty, mutual respect, tolerance and rule of law) in order to support the Social, Moral, Spiritual and Cultural (SMSC) development of our pupils in line with the Education Act (2002). In doing so, pupils are challenged when their words and behaviours do not uphold these key values.

Despite being a Church of England setting, pupils are taught to respect people of all faiths. Similarly, they are taught to respect and be tolerant of all races and cultures. Through the teaching of British Values, we want our pupils to be able to make appropriate behaviour choices, accept responsibility for their behaviour, have a greater understanding of citizenship, demonstrate an appreciation that laws protect individuals, and have high levels of respect, tolerance and harmony for different cultural traditions.

Below, we have outlined specific examples of how practices at our school reflect the fundamental British Values.

Democracy

- Voting for different councils which allows them to have a voice: Eco-council, Worship council and Pupil council.
- House captain and vice-captain elections
- Elections for different roles within the classroom: sports ambassadors, library monitor, IT technicians
- Fairness in accessibility to clubs and activities in school.
- Choice over what they have for lunch: selecting their meal each day and voting for favourite meals throughout the year
- Every class has a vegetable patch and the classes vote and choose what they would like to grow in them
- Pupil questionnaires are used to gather information for pupil perceptions
- Parents are invited to parent consultations and community events to express their views

Individual liberty

- Celebration assembly is used to share the achievements of pupils both in school and out of school
- Praise postcards, notes home or house points are used to award pupils for having a great learning attitude, being kind, being resilient and anything of note the individual has done
- We have a vast selection of books in the library and class libraries from which the children can select what they would like to read that suits their interests

- There is a wide range of extra-curricular activities available to children: sports, art, STEM, and Times Tables
- Pupils are taught about rights alongside responsibilities and how the two complement each other
- Focus days and weeks (such as Friendship Week, E-safety day, Number Day, Empathy Day, Book Week) allow opportunities for pupils to develop their understanding of self, express themselves in a personal way and feel safe making their own choices.
- Within classrooms, children have the autonomy to select resources that will support them with their learning

Mutual respect

- Collective worship learning about different cultures and traditions
- One of the school values is Respect so evidence of this is rewarded with a 'Values in action' certificate
- A restorative behaviour approach that includes all parties involved in an incident and time to reflect on, discuss and repair damages
- Participation in competitive sports competitions in houses and also against other schools
- Use of peer-assessment and collaborative learning during lessons
- Engagement in charity days (Children in Need, Macmillan coffee morning, NSPCC number day, Red Nose Day) support others less fortunate
- A behaviour policy that reflects the importance of respect for everyone
- School uniform rules to create a sense of equality, unity and community

Tolerance

- Collective worship and lessons that teach about religious festivals and services beyond that of Christianity
- Engaging in religious services at the local church and nurture groups e.g. Seedlings
- The use of the Norfolk syllabus to cover teaching of different religions
- World and international days are celebrated either within class activities or whole-school sessions/assemblies e.g. Chinese New Year
- Adaptations to lessons to show consideration of pupil's different faiths and beliefs e.g. Jehovah witnesses

Rule of law

- Class charters and behaviour agreements at the beginning of the year
- Safety restrictions for using outdoor equipment and outdoor spaces
- Behaviour policy that celebrates adhering to the rules and recognises there are consequences when this does not happen
- PSHRE lessons that emphasise the importance of rule and governance for our safety and wellbeing
- Visits from/to external agencies (e.g. Essex Fire Service, 2Johns, Crucial crew) to provide specific assemblies regarding keeping safe and rules/guidance to follow
- Our school values ('rules'), which are Fairness, Service, Respect, Kindness, and Forgiveness, reflect bible teachings and, although not 'law', are upheld with the same integrity by way of following the values as guidance to a good way of living.
- Some pupils have behaviour specific learning plans
- Pupils are accountable to all members of school staff

6. Teaching

PSHRE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase beginning in EYFS where pupils learn skills to develop effective relationship, have greater independence, manage risks and personal safety.

Timetabling

Explicit lessons with key learning objectives that focus on specific content from the curriculum guidance and build on this through the term are taught on a weekly basis.

Some aspects of PSHRE are taught through the hidden curriculum and are more implicit learning experiences: resolving fall outs at break time, looking after the school equipment and environment, eating healthy packed lunches, and showing respect to others.

Teachers have the flexibility to make appropriate adjustments to when content is taught or whether to have additional PSHRE lessons as a reaction to local or global news or events.

The 'Growing up' unit is always taught in Summer 2 as part of pupils' preparation for transitioning to the next year group. Similarly, 'Being Me' is used at the beginning of the year as part of the transition period.

Delivery

PSHRE is taught explicitly every week so that pupils can establish trusting relationships with the leading adult in order to feel that they can open up and be comfortable, open and honest during discussions.

Staff understand that children learn in many different ways and receive regular CPD to ensure that lesson design is inclusive of this with a mixed diet of learning activities.

External agencies might be used to deliver subject-specific sessions: Essex local fire service; Essex Family and Wellbeing Services; 2Johns Online Safety; Crucial Crew and many more. This is to utilise their expertise in ensuring the information delivered is the most up-to-date guidance and advice. In addition to this, the importance of some of those subjects is emphasized to the children when an external agency is used.

For the sex education part of RSE, pupils are taught in mixed sex classes as it is important for each gender to understand the changes the other goes through. Following this, there is a single-sex session to allow pupils a forum to ask and discuss any questions or worries they did not feel comfortable sharing during the mixed sessions.

Resources

Most of the units within our Embrace curriculum have lesson resources for teachers to adapt when delivering to their class. Some units require teacher autonomy to find and use a variety of different resources so that lessons are engaging, varied and tailored to the class's needs.

Resource guide:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Embrace Love 		Embrace Health 		Embrace Life 	
EYFS	Emotions (Inside Out Emotional Literacy)	Friends and Families	Healthy minds and bodies	Staying safe (personal safety + first aid)	Digital literacy (Project Evolve)	Economic Well-being (Money Heroes) + Growing up
Cycle A	Being Me Identity* Emotions: (Inside Out Emotional Literacy)	Healthy Relationships: Friends (Oak Academy)	Healthy Minds*	Managing Risks (Risk-specific resources e.g. Royal Life Saving for Water Safety)	Digital literacy A (Project Evolve)	Economic Well-being (Bank of England 'Money and Me') (Nationwide money lessons) + Growing up
Cycle B	LEANS project 2 units (Learning About Neurodiversity at School)	Healthy Relationships: Families (Oak Academy)	Healthy Bodies (Oak Academy)	Personal Safety Medicine: (Safe4me PSHE association) First Aid: (St John's Ambulance)	Digital literacy B (Project Evolve)	Communities (Identity, Society and Equality from Anna Freud: Mentally Healthy Schools) + Growing up

*These lessons are to be bespoke to individual classes each year; teachers have the flexibility to deliver the content in a way that best suits the groups so there are no prescribed resources to follow. Use teaching guidance and ideas in PSHRE Teams folder for planning lessons.

For the teaching of sex education, resources provided by the Goodness and Mercy Diocese of Bristol scheme are used (<https://rshp.scot/second-level/#loveandrelationships>), as well as others chosen by the teacher from reputable sources such as the NHS. These are always reviewed for appropriateness and relevant teaching points and shared with parents ahead of the lessons so that they can ask questions and understand exactly what will be discussed with pupils. Resources for Sex Education are shared with parents prior to the teaching sessions and readily available on the school website.

SEND, inclusion and equality

PSHRE education is statutory for all our pupils.

At Radwinter, we recognise that for pupils with SEND, PSHRE is a fundamental subject in preparing them for life beyond the classroom.

Through quality first teaching and adaptive teaching strategies, pupils with special educational needs will fully participate in PSHRE lessons. In addition to this, support may be provided from an additional adult, or a follow-up focus group may be organised. Interventions such as Lego Club, Zones of Regulation, Therapeutic Forest School, Time to Talk and Think Good, Feel Good, allow pupils with SEND to access quality PSHRE provision and development through alternative modes.

We have several areas across the school dedicated to providing additional space for pupils to spend time developing their personal, social, emotional and relationship skills: The Retreat, The Hive, The Sanctuary and Therapeutic Forest School.

Our PSHRE curriculum is designed to be fully inclusive and aligned with the Equality Act 2010, ensuring every pupil feels represented, respected, and valued. Teaching materials and discussions reflect the diverse families, cultures, identities, and communities that make up modern Britain, and pupils learn about difference in a positive, age-appropriate way. We actively promote equality, challenge stereotypes, mutual respect, tolerance, and ensure that all children—including those with SEND and those from minority groups—can access and engage with the curriculum meaningfully.

Dealing with sensitive issues

We believe our PSHRE programme should meet the needs of all pupils regardless of their development pathway or stage. Teachers will aim to deal honestly and sensitively with issues that arise. The following list of protocols has been drawn up to help clarify appropriate behaviour when dealing with issues of a sensitive nature:

- An 'ask-it' basket or box is used during PSHRE lessons so that pupils can feel comfortable asking questions (anonymously if they prefer)
- The use of stories removes the need to over-share uncomfortable personal examples as pupils can have a discussion in relation to the characters
- The use of professional guidance videos (e.g. from the NHS, NSPCC, BBC) can be used to support teaching
- No-one (teacher or pupil) should be required to answer a personal question
- No-one will be forced to take part in discussion
- Pupils will be encouraged to use the correct vocabulary when discussing specific topics
- Meanings of words will be explained in a clear and factual way
- Teachers should use their discretion in responding to questions and may tell a pupil that the appropriate person to answer that question is the parent (the parent will then be informed that their child may come home and ask about that)

Safeguarding, disclosures and confidentiality

Legally, teachers cannot offer or guarantee pupils absolute confidentiality. Teachers are aware that effective PSHRE, which brings an understanding of what is and is not acceptable in a relationship, can lead to a disclosure of a child protection issue. If a member of staff suspects that a child is at risk, they should report their concerns to the designated safeguarding lead in accordance with our policy on this matter. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers, as well as us, to provide additional support. If confidentiality has to be broken, pupils are informed first and supported through the process of involving their parents/carers.

Other related policies and documents include the Safeguarding policy, Anti-Bullying policy, Drug and Substance Misuse policy, Confidentiality policy and Promoting Race Equality document. These should be referred to when dealing with concerns.

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

7. Right to Withdraw

Due to the fact that Sex Education is not compulsory in primary schools, parents have a right to withdraw their children from these lessons. However, they cannot withdraw their child from lessons where the content is on the national curriculum for Science or included in the 'Developing Bodies' part of the statutory Health and Wellbeing guidance.

The table below outlines the content from which parents may/may not withdraw their child.

Cannot withdraw from	Right to withdraw from
• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (this is statutory under the Health Education guidance)	- RSE lesson about conception as a result of sexual intercourse (the penis entering the vagina)

• menstrual wellbeing including the key facts about the menstrual cycle (this is statutory under the Health Education guidance) • knowledge of the main external body parts (this is statutory under the Science national curriculum for KS2) • life cycles of mammals including reproduction, pregnancy and birth (this is statutory under the Science national curriculum for KS2) • the changes as humans develop to old age (this is statutory under the Science national curriculum for KS2)	so that the sperm meets the egg for fertilisation).
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Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing (a form can be requested from the subject lead) and addressed to the Headteacher. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Further information on the right to withdraw and opportunity to view the school's chosen sex education resources are available on our school website.

8. Assessment

Formative assessment strategies are used by teachers within and between lessons to assess whether a child has met the learning expectations. This formative assessment could take many forms: questioning, paired or group discussions, debates, written responses, pictorials, presentations, mini-quizzes and card-sort tasks.

At the end of each term, teachers assess whether pupils are 'working below', 'working at expected' or 'working above' age related expectations for PSHRE.

Every year, pupils complete a Bounce Wellbeing Survey. The data collated from this helps inform teachers of pupils with low self-esteem, poor preparedness for learning and weak relationships with others. Following this, focus pupils are identified and given interventions tailored to their needs.

9. Monitoring and review

This policy will be reviewed on a 2-year basis by the Headteacher, subject lead and Governing body. The next scheduled review date for this policy is August 2028.

Any changes made to this policy will be communicated to all staff, governors, volunteers and parents.