Eastling Primary School

PSHE & RSE Policy Draft

Date: June 2026

Review Date:

Aim

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of Eastling Primary School and their communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

STEP 1: Policy Overview and Statutory Context

At Eastling Primary School, we recognise that high-quality Personal, Social and Health Education (PSHE) and Relationships, Sex Education (RSE) is essential to pupils' personal development, wellbeing, and safety. PSHE and RSE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out the school's approach to PSHE and RSE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

We have used the following documents to inform our policy:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)

As well as in accordance with our school:

- Child Protection Policy
- Anti-Bullying Policy
- Computing Policy
- Science Policy
- Equality Policy
- SEN Policy
- Teaching and Learning Policy

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory
- Sex Education is not statutory beyond the National Curriculum for Science

STEP 2: Definition and Scope of PSHE & RSE

PSHE and RSE is made up of three interrelated components.

Relationships Education (Statutory)

Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe, including boundaries, consent, and safeguarding in an age-appropriate way

Health and Wellbeing Education (Statutory)

Health Education supports pupils to understand how to maintain their physical and mental wellbeing. This includes:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

There is no right of withdrawal from Health Education.

Sex Education (Non-Statutory)

Sex Education, where taught beyond the statutory science curriculum, is:

- Carefully planned and age-appropriate
- Delivered sensitively and inclusively
- Clearly communicated to parents and carers

Eastling Primary School's sex education programme does not include explicit teaching about sexual activity. Parents and carers have the right to withdraw their child from non-statutory sex education. This content is taught at the end of Year 6.

STEP 3: Curriculum Organisation and Delivery

Eastling Primary School's PSHE and RSE curriculum is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

PSHE & RSE is delivered using the 1decision programme, which:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

RSHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes
- Picture News
- SMSC links across subjects
- Children's Mental Health Week

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.

Objectives/Pupil learning intentions:
Our comprehensive PSHE curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:
• Have a sense of purpose
• Value self and others
• Form relationships
• Make and act on informed decisions
• Communicate effectively
• Work with others
• Respond to challenge
• Be an active partner in their own learning
• Be active citizens within the local community
• Explore issues related to living in a democratic society
• Become healthy and fulfilled individuals

External contributors
External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, are regularly invited into school and make a valuable contribution to our PSHE programme. Their input will be carefully planned and monitored so as to fit into and complement the programme. Additionally, as our curriculum is tailored to our specific context, provision such as extended swimming lessons at the local pool, farm machinery and safety education offsite at Otterden and Nonnington Farm and bike ability training will be provided by external specialists under the supervision of school staff. Teachers will always be present during these sessions and remain responsible for the delivery of the PSHE programme.

Curriculum Map

YEAR 1 & 2 - PSHE/RSHE - Mixed Class Plan Example

CYCLE A (5-8)

AUTUMN

KEEPING/STAYING SAFE UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Road Safety

OPTIONAL RESOURCES

Road Safety Extension
Personal Safety - Simply RSHE

BEING RESPONSIBLE UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Water Spillage

OPTIONAL RESOURCES

Water Spillage Extension
Personal Safety - Simply RSHE

FEELINGS AND EMOTIONS UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Jealousy

OPTIONAL RESOURCES

Jealousy Extension
General wellbeing - Simply RSHE

SPRING

KEEPING/STAYING HEALTHY UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Washing Hands

OPTIONAL RESOURCES

Washing Hands Extension
Health protection and prevention - Simply RSHE

RELATIONSHIPS UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Friendship

OPTIONAL RESOURCES

Friendship Extension
Caring friendships - Simply RSHE

COMPUTER SAFETY UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Online Bullying

OPTIONAL RESOURCES

Online Bullying Extension
Wellbeing online - Simply RSHE

SUMMER

A WORLD WITHOUT JUDGEMENT UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Democracy

OPTIONAL RESOURCES

Democracy Extension
Respectful, kind relationships - Simply RSHE

OUR WORLD UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Growing In Our World

OPTIONAL RESOURCES

Growing In Our World Extension
Developing bodies - Simply RSHE

FIRE SAFETY UNIT

CORE COMPREHENSIVE TOPICS

What I Know Now
Hoax Calling

OPTIONAL RESOURCES

Hoax Calling Extension
Basic first aid - Simply RSHE

YEAR 1 & 2 - PSHE/RSHE - Mixed Class Plan Example

CYCLE B (5-8)

AUTUMN

KEEPING/STAYING SAFE UNIT

CORE COMPREHENSIVE TOPICS

Tying Shoelaces
Staying Safe

OPTIONAL RESOURCES

Tying Shoelaces Extension
Staying Safe Extension
Personal safety – Simply RSHE
Being safe – Simply RSHE

BEING RESPONSIBLE UNIT

CORE COMPREHENSIVE TOPICS

Practice Makes Perfect
Helping Someone In Need

OPTIONAL RESOURCES

Practice Makes Perfect Extension
Helping Someone In Need Extension
General wellbeing – Simply RSHE
Being safe – Simply RSHE

FEELINGS AND EMOTIONS UNIT

CORE COMPREHENSIVE TOPICS

Worry
Anger

OPTIONAL RESOURCES

Worry Extension
Anger Extension
General wellbeing – Simply RSHE
Respectful, kind relationships – Simply RSHE

SPRING

KEEPING/STAYING HEALTHY UNIT

CORE COMPREHENSIVE TOPICS

Healthy Eating
Brushing Teeth

OPTIONAL RESOURCES

Healthy Eating Extension
Brushing Teeth Extension
Healthy eating – Simply RSHE
Heath protection and prevention – Simply RSHE

RELATIONSHIPS UNIT

CORE COMPREHENSIVE TOPICS

Bullying
Body Language

OPTIONAL RESOURCES

Bullying Extension
Body Language Extension
Respectful, kind relationships – Simply RSHE
Caring friendships – Simply RSHE

COMPUTER SAFETY UNIT

CORE COMPREHENSIVE TOPICS

Image Sharing
Computer Safety Documentary

OPTIONAL RESOURCES

Image Sharing Extension
Computer Safety Documentary Extension
Online safety and awareness – Simply RSHE
Wellbeing online – Simply RSHE

SUMMER

A WORLD WITHOUT JUDGEMENT UNIT

CORE COMPREHENSIVE TOPICS

Individual Liberty
Rule of Law

OPTIONAL RESOURCES

Individual Liberty Extension
Rule of Law Extension
Respectful, kind relationships - Simply RSHE

OUR WORLD UNIT

CORE COMPREHENSIVE TOPICS

Living in Our World
Working in Our World

OPTIONAL RESOURCES

Living in Our World Extension
Working in Our World Extension
NO Simply RSHE Links

FIRE SAFETY UNIT

CORE COMPREHENSIVE TOPICS

Petty Arson
Texting Whilst Driving

OPTIONAL RESOURCES

Petty Arson Extension
Texting Whilst Driving Extension
Personal safety - Simply RSHE

YEAR 3 & 4 - PSHE/RSHE - Mixed Class Plan Example

CYCLE A (5-8)

AUTUMN	**KEEPING/STAYING SAFE UNIT** CORE COMPREHENSIVE TOPICS ***Leaning Out of Windows*** ***What I've Learnt*** **OPTIONAL RESOURCES** Leaning Out of Windows Extension Personal safety – Simply RSHE	**BEING RESPONSIBLE UNIT** CORE COMPREHENSIVE TOPICS ***Stealing*** ***What I've Learnt*** **OPTIONAL RESOURCES** Stealing Extension NO Simply RSHE Links	**FEELINGS AND EMOTIONS UNIT** CORE COMPREHENSIVE TOPICS ***Grief*** ***What I've Learnt*** **OPTIONAL RESOURCES** Grief Extension General wellbeing – Simply RSHE
SPRING	**KEEPING/STAYING HEALTHY UNIT** CORE COMPREHENSIVE TOPICS ***Medicine*** ***What I've Learnt*** **OPTIONAL RESOURCES** Medicine Extension Drugs, Alcohol, Tobacco & Vaping – Simply RSHE	**RELATIONSHIPS UNIT** CORE COMPREHENSIVE TOPICS ***Touch*** ***What I've Learnt*** **OPTIONAL RESOURCES** Touch Extension Being safe – Simply RSHE	**COMPUTER SAFETY UNIT** CORE COMPREHENSIVE TOPICS ***Making Friends Online*** ***What I've Learnt*** **OPTIONAL RESOURCES** Making Friends Online Extension Online safety and awareness – Simply RSHE
SUMMER	**A WORLD WITHOUT JUDGEMENT UNIT** CORE COMPREHENSIVE TOPICS ***Tolerance*** ***What I've Learnt*** **OPTIONAL RESOURCES** Tolerance Extension Respectful, kind relationships - Simply RSHE	**OUR WORLD UNIT** CORE COMPREHENSIVE TOPICS ***Looking After Our World*** ***What I've Learnt*** **OPTIONAL RESOURCES** Looking After Our World Extension NO Simply RSHE Links	**FIRE SAFETY UNIT** CORE COMPREHENSIVE TOPICS ***Enya & Deedee Visit the Fire St.*** ***What I've Learnt*** **OPTIONAL RESOURCES** Enya & Deedee Visit the Fire St. Extension Personal safety - Simply RSHE

YEAR 3 & 4 - PSHE/RSHE - Mixed Class Plan Example

CYCLE B (8-11)

AUTUMN	**KEEPING/STAYING SAFE UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Cycle Safety*** **OPTIONAL RESOURCES** Cycle Safety Extension Personal safety – Simply RSHE	**BEING RESPONSIBLE UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Coming Home on Time*** **OPTIONAL RESOURCES** Coming Home on Time Extension Respectful, kind relationships – Simply RSHE	**FEELINGS AND EMOTIONS UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Jealousy*** **OPTIONAL RESOURCES** Jealousy Extension General wellbeing – Simply RSHE
SPRING	**KEEPING/STAYING HEALTHY UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Healthy Living*** **OPTIONAL RESOURCES** Healthy Living Extension Healthy eating – Simply RSHE	**GROWING AND CHANGING UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Appropriate Touch (Relationships)*** **OPTIONAL RESOURCES** Appropriate Touch (Relationships) Extension Being safe – Simply RSHE	**COMPUTER SAFETY UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Online Bullying*** **OPTIONAL RESOURCES** Online Bullying Extension Wellbeing online – Simply RSHE
SUMMER	**A WORLD WITHOUT JUDGEMENT UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Breaking Down Barriers*** **OPTIONAL RESOURCES** Breaking Down Barriers Extension Respectful, kind relationships – Simply RSHE	**THE WORKING WORLD UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***Chores at Home*** **OPTIONAL RESOURCES** Chores at Home Extension General wellbeing – Simply RSHE	**FIRST AID UNIT** CORE COMPREHENSIVE TOPICS ***What I Know Now*** ***First Aid Year 4*** **OPTIONAL RESOURCES** First Aid Year 4 Extension Basic first aid – Simply RSHE

YEAR 5 & 6 - PSHE/RSHE - Mixed Class Plan Example

CYCLE A (8-11)

AUTUMN	**KEEPING/STAYING SAFE UNIT** CORE COMPREHENSIVE TOPICS ***Peer Pressure*** ***Adults' & Children's Views*** **OPTIONAL RESOURCES** Peer Pressure Extension Being safe – Simply RSHE	**BEING RESPONSIBLE UNIT** CORE COMPREHENSIVE TOPICS ***Looking Out for Others*** ***Adults' & Children's Views*** **OPTIONAL RESOURCES** Looking Out for Others Extension General wellbeing – Simply RSHE	**FEELINGS AND EMOTIONS UNIT** CORE COMPREHENSIVE TOPICS ***Anger*** ***Adults' & Children's Views*** **OPTIONAL RESOURCES** Anger Extension General wellbeing – Simply RSHE
SPRING	**KEEPING/STAYING HEALTHY UNIT** CORE COMPREHENSIVE TOPICS ***Smoking*** ***Adults' & Children's Views*** **OPTIONAL RESOURCES** Smoking Extension Drugs, Alcohol, Tobacco & Vaping – Simply RSHE	**FIRST AID UNIT** CORE COMPREHENSIVE TOPICS ***First Aid Year 5*** **OPTIONAL RESOURCES** First Aid Year 5 Extension Basic first aid – Simply RSHE	**COMPUTER SAFETY UNIT** CORE COMPREHENSIVE TOPICS ***Image Sharing*** ***Adults' & Children's Views*** **OPTIONAL RESOURCES** Image Sharing Extension Online safety and awareness – Simply RSHE
SUMMER	**A WORLD WITHOUT JUDGEMENT UNIT** CORE COMPREHENSIVE TOPICS ***Inclusion & Acceptance*** ***Adults' & Children's Views*** **OPTIONAL RESOURCES** Inclusion & Acceptance Extension Families & people who care for me - Simply RSHE	**THE WORKING WORLD UNIT** CORE COMPREHENSIVE TOPICS ***Enterprise*** ***Adults' & Children's Views*** **OPTIONAL RESOURCES** Enterprise Extension NO Simply RSHE Links	**GROWING AND CHANGING UNIT** CORE COMPREHENSIVE TOPICS ***Puberty*** ***Adults' and Children's Views*** **OPTIONAL RESOURCES** Puberty Extension Developing bodies – Simply RSHE

YEAR 5 & 6 - PSHE/RSHE - Mixed Class Plan Example

CYCLE B (8-11)

AUTUMN	**KEEPING/STAYING SAFE UNIT** CORE COMPREHENSIVE TOPICS ***Water Safety*** ***What I've Learnt*** **OPTIONAL RESOURCES** Water Safety Extension Personal safety – Simply RSHE	**BEING RESPONSIBLE UNIT** CORE COMPREHENSIVE TOPICS ***Stealing*** ***What I've Learnt*** **OPTIONAL RESOURCES** Stealing Extension Respectful, kind relationships – Simply RSHE	**FEELINGS AND EMOTIONS UNIT** CORE COMPREHENSIVE TOPICS ***Worry*** ***What I've Learnt*** **OPTIONAL RESOURCES** Worry Extension General wellbeing – Simply RSHE
SPRING	**KEEPING/STAYING HEALTHY UNIT** CORE COMPREHENSIVE TOPICS ***Alcohol*** ***What I've Learnt*** **OPTIONAL RESOURCES** Alcohol Extension Drugs, Alcohol, Tobacco & Vaping – Simply RSHE	**FIRST AID UNIT** CORE COMPREHENSIVE TOPICS ***First Aid Year 6 (Part 1)*** ***First Aid Year 6 (Part 2)*** ***What I've Learnt*** **OPTIONAL RESOURCES** First Aid Year 6 (Part 1) Extension First Aid Year 6 (Part 2) Extension Basic first aid – Simply RSHE	**COMPUTER SAFETY UNIT** CORE COMPREHENSIVE TOPICS ***Making Friends Online*** ***What I've Learnt*** **OPTIONAL RESOURCES** Making Friends Online Extension Online safety and awareness – Simply RSHE
SUMMER	**A WORLD WITHOUT JUDGEMENT UNIT** CORE COMPREHENSIVE TOPICS ***British Values*** ***What I've Learnt*** **OPTIONAL RESOURCES** British Values Extension NO Simply RSHE Links	**THE WORKING WORLD UNIT** CORE COMPREHENSIVE TOPICS ***In-App Purchases*** ***What I've Learnt*** **OPTIONAL RESOURCES** In-App Purchases Extension Respectful, kind relationships – Simply RSHE	**GROWING AND CHANGING UNIT** CORE COMPREHENSIVE TOPICS ***Puberty*** **OPTIONAL RESOURCES** Puberty Extension Developing bodies – Simply RSHE

PSHE is taught in a progressive manner, with all year groups digging deeper into the core themes as they move up through the school.

These themes are:

- Keeping / Staying Safe
- Keeping / Staying Healthy
- Relationships / Growing & Changing
- Being Responsible
- Feelings and Emotions
- Computer / Online Safety
- Our World / The Working World
- A World without Judgement
- Fire Safety / First Aid

The programme and themes taught through the 1Decision quality assured programme go above and beyond the statutory guidance. These enhancements beyond the statutory requirements mean that Eastling's PSHE and RSE curriculum is relevant to children living in today's world, as it helps them understand and be equipped to cope with a variety of issues. Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptive teaching. In the Early Years Foundation stage (EYFS), pupils begin to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. During key stages 1 and 2, PSHE and RSE education builds on the skills that pupils started to acquire during EYFS, offering 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. PSHE and RSE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Progression of Skills



Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support.

STEP 4: Inclusion, SEND and Equality

The 1Decision Comprehensive Curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. PSHE and RSE is delivered in line with the Equality Act 2010 and promotes respect for difference and diversity. Teaching is inclusive and reflects the needs of all pupils. Teachers will need, as always, to tailor each learning intention to meet the needs of the children in their classes. PSHE and RSE can be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in teaching these subjects. Teachers will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

For pupils with special educational needs or disabilities (SEND), RSHE is adapted to ensure accessibility by:

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs

STEP 5: Safeguarding and Safe Learning Environment

Our PSHE and RSE curriculum is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately. All PSHE and RSE teaching is underpinned by the school's safeguarding procedures.

To support this:

- Ground rules are agreed with pupils at the start of lessons to promote respect, confidentiality, and appropriate discussion:
  - We take turns to speak
  - We use kind and positive words
  - We listen to each other
  - We have the right to pass
  - We only use names when giving compliments or when being positive
  - We respect each other's privacy (confidentiality)
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, the school safeguarding procedures will be followed immediately. All staff members are familiar with the child protection policy and know the identity of the DSL's. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

In teaching PSHE and RSE, Eastling Primary School will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Eastling Primary School will ensure they comply with the relevant provisions of the Equality Act 2010. Teachers will ensure that all of their teaching is sensitive and age appropriate in approach and content.

STEP 6: Roles, Responsibilities and Staff Training

Leadership and Governance

- The Headteacher has overall responsibility for PSHE and RSE provision
- The Governing Body approves this policy and monitors its implementation
- The PSHE/RSE Lead oversees curriculum planning, progression, and staff support

Teaching and Support Staff

Staff delivering PSHE and RSE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of PSHE and RSE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues are incorporated in our staff meetings and INSET programme, drawing on staff expertise and/or a range of external agencies.

STEP 7: Parental Engagement and Communication

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's PSHE and RSE learning. The school works in partnership with parents and carers to ensure our curriculum is delivered in a clear, sensitive, and age-appropriate way.

The school will:

- inform parents and carers about the PSHE and RSE curriculum, including the themes covered and how learning is delivered
- provide opportunities for parents and carers to view curriculum content
- respond to questions, feedback, or concerns in a timely, respectful, and supportive manner
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

Parents and carers have the right to request withdrawal of their child from non-statutory sex education taught beyond the National Curriculum for science. There is no right of withdrawal from Relationships Education or Health Education. Any requests for withdrawal are managed sensitively, in line with statutory guidance, and in discussion with parents or carers to ensure the child's wellbeing and educational needs remain central.

Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Headteacher in writing to withdraw their child from sex education lessons. The Headteacher will make arrangements with the class teacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Eastling Primary School and in PSHE and RSE lessons.

Parents may request to see what their children are being taught and teaching materials used. If you wish to do this, please put your request in writing and address it to Mrs Dale. A meeting will then be arranged for you to attend the school and view the resources on the school premises.

Parent/Carer Zone - https://www.1decision.co.uk/resources/parent-carer-zone

Appendix 1 – RSE information and Withdrawal letter

Pupil Consultation:

It is useful for pupils to be consulted on their own personal, social and citizenship development. At the beginning of the school year, pupils will be asked either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people? Following on from this, pupils will be asked how they feel the school could support them with this, what initiatives the school could implement to support this e.g., friendship benches, peer-mentoring systems.

STEP 8: Assessment

There are many reasons why it is important that learning in PSHE education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see PSHE education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any PSHE education provision.

Assessing PSHE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular core theme. As assessment is part of the learning process, it is essential that pupils are closely involved.

Assessment can be broken down into;

- *Formative assessments* are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives.

Teachers will use assessments to form a judgement as to whether each child has reached the targets for each key question in their year group. Evidence of work will be highlighted in children's books, on photographs, videos and notes on discussions with children etc. This will demonstrate achievement of objectives.

Teachers will ensure children are making progress with their learning, by using a best fit approach to monitor children's attainment against each learning intention within the three core themes and deciding if the pupil meets the requirement working at, towards or beyond the objectives.

STEP 9: Monitoring, Evaluation and Review

Our PSHE and RSE curriculum is monitored and evaluated to ensure it remains effective, relevant, and responsive to pupils' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

This includes:

- Pupil voice, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of core themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.
- Assessment and progress tracking, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations. Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.
- Teacher reflection, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.
- Leadership monitoring, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of RSHE takes place on a planned and regular basis and is led by the PSHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.

This RSHE policy has been developed by the school's PSHE Lead and with reference to statutory guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy. The policy is approved and ratified by the Governing Body and is reviewed annually, or sooner if statutory guidance or local circumstances change.

As part of the review process, the school will:

- review updates to statutory RSHE guidance and related safeguarding documentation
- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of RSHE
- provide parents and carers with opportunities to view the policy and submit feedback, in line with consultation requirements
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs
- Following review, any significant changes to the policy will be shared with parents and carers.

The role of the Head Teacher

It is the responsibility of Mrs Dale to ensure that staff and parents are informed about the PSHE and RSE policy, and that the policy is implemented effectively. It is also Mrs Dale's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. Mrs Dale liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. Mrs Dale monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

A named individual on the governing body monitors PSHE and RSE on a bi-annual basis. This governor reports its findings and recommendations to the full governing body. The SLT Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require Mrs Dale to keep a written record, giving details of the content and delivery of the RSE programme that is taught at Eastling Primary School.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Appendix 1 – RSE Information and withdrawal letter

Dear Parents and Carers,

Relationship and Health Education (RHE) is statutory and forms a part of the Personal, Social, Health and Economic (PSHE) subject. All schools in England are required to teach RHE in primary schools and the 'Department for Education' recommends that schools consider teaching Sex Education.

Parents and Carers **do not** have the right to withdraw their children from lessons that cover the statutory Health and Relationship objectives (this includes puberty lessons) and lessons that cover national curriculum science objectives, including content on human development and reproduction.

To support the delivery of PSHE and RHE, Eastling Primary school has adopted a quality-assured programme called 1decision which has been kitemarked by the PSHE Association - the UK's governing body for the subject area. The 1decision resources have been created by PSHE and Safeguarding experts, together with schools, and most importantly children.

To assist you in your decision, we want to assure you that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive information based on facts, rather than hearing content second-hand or via online platforms.

To find out more about our chosen provider, we would like to signpost you to their Parent/Carer zone on the 1decision website where you can review the following:

- What is 1decision?
- 1decision content overview (including examples of their puberty and conception animations)
- Examples of 1decision Early Years content
- Understanding RSHE document
- Free home activities and much more!

Parent/carer Zone: https://www.1decision.co.uk/resources/parent-carer-zone

We hope you will take the time to review this information. Following this, if you would like to withdraw your child from any non-statutory elements, please put this in writing and address it the Headteacher, Mrs Dale.

Yours truly,

V Waugh

Miss Waugh

PSHE Lead