# Red Row Primary School

## PHSE & RSE POLICY

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| **Date Written:** | October 2025 |
| **By:** | Richard Bollands |
| **Responsible Governor:** | Resource and Management Committee |
| **Adopted by Governors:** | November 2027 |
| **Date for Review:** | September 2028 |

## 1 Aims and objectives

1.1 We believe that PSHE education is a subject through which children and young people acquire the knowledge, skills and attributes to stay healthy, safe and thrive now and in the future. This enables children to become more independent and more responsible members of society. The children gain practical strategies to manage risks and we teach them how society is organised and governed including the importance of their own and others' rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children become 'healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

1.2 As part of PSHE, alongside Health & Wellbeing (physical and mental) and Living in the Wider World (which encompasses economic wellbeing and careers), Relationships and Sex Education is taught. The aim of RSE in Red Row is to build and promote positive relationships including within families and friendships. Our policy encompasses the aims and objectives of RSE as part of a wider PSHE curriculum.

1.3 Our objectives in the teaching of PSHE & RSE are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to promote emotional wellbeing and respond to Mental Health needs;
- to be reduce risk taking behaviours;
- to make informed choices regarding personal and social issues;
- to be thoughtful and responsible members of their community and their school;
- to prepare children for the world of work;
- to develop self-confidence and self-esteem;
- to reduce harm from abuse;
- to know and understand why, how and where to ask for help;
- to manage friendships positively;
- to develop an understanding of the different types of relationship;
- to promote positive relationships.

## 2 Definition of RSE and right to withdraw

2.1 At Red Row the definition of Relationship and Sex Education (RSE) is providing children with the 'fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.' (DFE, 2019).

2.2 There is no right to withdraw from Relationships or Health Education which includes teaching about: families and people who care for us; caring friendships; respectful relationships; online relationships and being safe (and the changing adolescent body).

## 3 Teaching and learning style

3.1 At Red Row, we use a range of teaching and learning styles to meet the PSHE & RSE requirements of the National Curriculum. Teachers will deliver sessions in a way that allows children to explore various viewpoints (and to develop their own) ensuring that all information is unbiased and impartial. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. Potentially sensitive questions from pupils will be answered by teachers in a factual manner and children will have the opportunity to ask questions anonymously.

3.2 All teachers will endeavour to provide a safe, supportive learning environment through:

- the setting of ground rules which are negotiated and agreed with pupils;

- distancing (which allows topics to be covered objectively);
- handling questions;
- signposting for further support

## 4 PSHE and RSE curriculum planning

4.1 We teach PSHE and RSE through a spiral curriculum which aims to extend the children's thinking, expand their knowledge and develop skills. There is a planned programme of study which engages children with the opportunities to deal with real life contexts and to develop strategies, conflict resolution and to understand and manage risk. We use resources recommended by the PSHE Association which have allowed us to embed a comprehensive PSHE, RSE and Wellbeing programme throughout school.

4.2 Aside from discrete PSHE sessions, we explore many of the themes beyond the classroom including Anti-Bullying Week, Odd Socks Day, Hope & Aspiration Week, charity fundraising and by encouraging children to take an active role in the development of the school through the school council, all of which develop the children's self worth and prepare them for their futures. We also offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## 5 The Foundation Stage

5.1 We teach PSHE in EYFS as an integral part of our topic work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

## 6 PSHE and RSE and ICT

6.1 As part of the Relationship Education focus of exploring online relationships and in response to parent requests, we use an online programme within PSHE and Computing sessions that weaves safe screen use and behaviour throughout the curriculum, embracing the importance of online empathy as a crucial part of digital communication and vital learning for pupils. Through discussions of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## 7 PSHE and RSE and inclusion

7.1 We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to PSHE targets.

## 8 The role of parents

8.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

## 9 Confidentiality

9.1 Teachers conduct all lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

## 8 Assessment for learning

8.1 Our teachers assess the children's work in PSHE and RSE using a range of strategies to track pupils' progress towards our learning outcomes. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

7.2 Pupils complete pre and post unit assessments in each unit to demonstrate their development. The assessments allow for teachers to check understanding, highlight misconceptions and to inform future planning.

7.4 We do not set formal examinations in PSHE and RSE. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

## 9 Resources

9.1 We keep resources for PSHE and RSE in a central store, in topic boxes for each unit of work. We have additional resources in the library. Our PSHE coordinator holds a selection of reference materials for teaching sensitive issues including those recommended by the DFE, PSHE Association and the use of 1Decision to support planning PSHE and RSE sessions.