

POLICY



PSHE, RELATIONSHIPS EDUCATION & HEALTH EDUCATION

SEPT 2026

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Approved by:

Date:

Last reviewed on:

Next review due by:

1. PURPOSE AND STATUTORY STATUS

This policy sets out Holme Slack Community Primary School's approach to Personal, Social, Health and Economic (PSHE) education, including statutory Relationships Education and Health Education and the school's additional non-statutory sex education. It has been reviewed and rewritten to reflect the Department for Education (DfE) statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education which came into effect on 1 September 2026.

The school must have regard to the DfE statutory guidance. The guidance gives schools flexibility to design a broad and balanced programme that reflects pupils' needs, provided statutory requirements are met and the principles in the guidance are followed.

For primary pupils, Relationships Education and Health Education are statutory. Sex education is not compulsory in primary schools beyond the statutory content of the National Curriculum for Science. The school chooses to provide age-appropriate additional sex education, normally in Year 6, to support pupils' understanding of human development and prepare them for secondary education.

Parents/carers cannot withdraw pupils from Relationships Education, Health Education or content taught through the National Curriculum for Science. Parents/carers may request withdrawal from some or all of the school's additional non-statutory sex education, subject to the arrangements in section 11.

This policy is the school's written statement of policy for Relationships Education and, because the school provides additional sex education, sets out the relevant arrangements for that provision. It also incorporates the school's approach to Health Education and wider PSHE as a matter of good practice.

2. SCHOOL ETHOS AND AIMS

At Holme Slack Community Primary School our ethos can be summed up in the simple statement: Our Children Can.... Achieve!

By working in partnership, we aim high so that all pupils can achieve their best and develop the knowledge, skills and character needed for life.

- To provide a safe, caring, welcoming and stimulating environment for our children.
- To encourage children to value themselves as individuals and treat everyone with respect and consideration.
- To develop the whole child and, according to ability and need, support each child to achieve high academic standards while developing social, moral, spiritual, cultural, mental and physical health awareness.
- To provide a lively, engaging curriculum which is broad, balanced, relevant and appropriately sequenced.
- To work in partnership with parents/carers and the local community for the benefit of all pupils.
- To prepare pupils with the knowledge, skills and confidence to make informed, safe and respectful decisions now and as they grow.

3. INTENT

Our PSHE curriculum is designed to support pupils' spiritual, moral, social, cultural, mental and physical development and to prepare them for the opportunities, responsibilities and experiences of later life. It supports the statutory aims of Relationships Education and Health Education and provides a wider PSHE programme that reflects the needs of our pupils, school and community.

Our overarching intent is to ensure that all pupils are provided with:

- Accurate, balanced, age- and stage-appropriate knowledge.
- Opportunities to turn knowledge into personal understanding and practical skills.
- Opportunities to explore, clarify and, where appropriate, respectfully challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- The language, strategies and confidence needed to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes including resilience, self-confidence, self-esteem, empathy, kindness, honesty, integrity, courage and trustworthiness.
- Skills to participate positively and respectfully in a diverse society.
- Knowledge of how to recognise risk, seek help and report concerns, including concerns arising online.
- The ability to understand that being a victim of abuse or harmful behaviour is never the child's fault.

4. CURRICULUM PRINCIPLES

- **Engagement with pupils:** meaningful pupil voice will inform curriculum relevance, sequencing and review.
- **Engagement and transparency with parents/carers:** parents/carers will be consulted when the policy is developed or reviewed and will be able to view RSHE curriculum materials on request.
- **Positivity:** teaching will promote healthy relationships, wellbeing, kindness, respect and practical skills while avoiding language that normalises harmful behaviour or stereotypes.
- **Careful sequencing:** statutory content will be taught progressively so that pupils acquire knowledge and skills before they need to apply them in increasingly complex situations.
- **Relevance and responsiveness:** teaching will reflect pupils' age, developmental stage, SEND, local safeguarding context and, where appropriate, local public health information.
- **Skilled and participative delivery:** lessons will be interactive, safe and supportive. Staff will be equipped to manage sensitive discussion and safeguarding disclosures.
- **Whole-school approach:** RSHE and PSHE will be supported by the school's behaviour, safeguarding, online safety, equality, attendance, SEND and wellbeing arrangements.

5. MEETING THE NEEDS OF OUR PUPILS

Curriculum priorities are identified and reviewed through:

- Safeguarding information and CPOMS records.
- Attendance and behaviour data.
- Pupil voice and pupil council feedback.
- Parent/carers consultation and feedback.
- Local and national safeguarding priorities.
- Public health information.
- Staff professional judgement.
- Curriculum monitoring and assessment.
- Relevant local community information and partnership intelligence.

This information is used alongside the statutory curriculum to decide emphasis, sequencing, examples and support. Local needs may require the school to address an emerging issue. Where teaching departs materially from the published curriculum policy, parents/carers will be informed in advance wherever practicable and relevant materials will be made available on request.

6. CURRICULUM ORGANISATION AND IMPLEMENTATION

The school uses the PSHE Association Programme of Study as a curriculum framework, adapted to meet the needs of Holme Slack Community Primary School. The programme is sequenced so that knowledge and skills are revisited, reinforced and developed through Key Stage 1 and Key Stage 2.

The curriculum is organised through the following strands:

- **Relationships Education:** Families and People Who Care for Me; Caring Friendships; Respectful, Kind Relationships; Online Safety and Awareness; Being Safe.
- **Health Education:** 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.
- **Additional non-statutory Sex Education:** age-appropriate teaching in Year 6, as described in Section 9 and Appendix 3.
- **Wider PSHE:** Economic Wellbeing; Careers Education; citizenship and personal development; financial education; local community participation; and other needs identified through the school's curriculum review.

PSHE, Relationships Education and Health Education are normally taught by class teachers. The PSHE Subject Leader oversees curriculum planning, progression, staff guidance and monitoring. Where appropriate, suitably qualified external professionals may support delivery in accordance with section 17. The school remains responsible for the content, quality and safeguarding of all provision.

PSHE is normally taught through dedicated curriculum time, with additional learning embedded across the curriculum and wider school life. The school currently timetables approximately one hour

per week for PSHE, supplemented by whole-school wellbeing work and relevant teaching in Science, Computing, PE, RE and other subjects.

The school will ensure that curriculum content is not duplicated unnecessarily across subjects and that statutory Science content remains clearly identified as Science.

7. STATUTORY RELATIONSHIPS EDUCATION

Relationships Education is compulsory for primary pupils. It focuses on the building blocks of positive relationships, respect, kindness, boundaries, safety and help-seeking. It does not require teaching detailed sexual activity. Sensitive safeguarding topics may be addressed where needed to keep pupils safe.

7.1. Families and people who care for me

- The importance of families and caring relationships in helping children grow up safe and happy.
- Characteristics of safe, stable and caring family life, including commitment, protection and care.
- Respect for different family structures, including single-parent, same-sex parent, grandparent, kinship, adoptive and foster families.
- Marriage and civil partnership as legally recognised commitments.
- Recognising when family relationships feel unsafe or unhappy and knowing how to seek help.

7.2. Caring friendships

- Why friendships matter and how caring friendships are developed.
- Inclusion, kindness and avoiding loneliness or exclusion.
- Mutual respect, honesty, trust, loyalty, generosity and support.
- Managing disagreement and repairing friendships where appropriate.
- Recognising when a friendship is harmful or uncomfortable and seeking support.

7.3. Respectful, kind relationships

- Listening to others and balancing needs and preferences.
- Healthy boundaries in relationships with peers, family members and adults.
- Assertive communication, conflict management and expressing needs appropriately.
- The difference between assertiveness and controlling behaviour.
- Self-respect, self-esteem and a positive sense of identity.
- Bullying, including online bullying, its impact, bystander responsibility and reporting.
- Stereotypes, prejudice and challenging unfair or harmful stereotypes.
- How to seek help where there is violence, harm or uncertainty about whom to trust.

7.4. Online safety and awareness

- Respectful online behaviour and the application of the same relationship principles online and offline.
- Critical evaluation of online relationships and information, including risks from people pupils have never met.
- Recognition and reporting of harmful content or contact.
- Age restrictions for social media and other online services.
- Privacy, location settings and responsible sharing of personal information.
- Understanding that online material can be copied, circulated and difficult to remove.
- Knowing where to seek help about upsetting or inappropriate online experiences.

7.5. Being safe

- Healthy boundaries and privacy.
- Understanding that each person's body belongs to them.
- Recognising appropriate, inappropriate and unsafe contact.
- Responding safely to adults online and offline.
- Recognising harmful or dangerous relationships and deciding whom to trust.
- Reporting abuse and concerns and developing the vocabulary and confidence to do so.
- Knowing where to seek advice and continuing to seek help until heard.
- Understanding that a child is never responsible for abuse or harmful behaviour directed towards them.

8. HEALTH EDUCATION

Health Education is statutory for state-funded primary schools. The school teaches the required primary health and wellbeing content through a progressive programme that supports physical health, mental wellbeing, personal safety, healthy choices and access to support.

8.1. General wellbeing

My Happy Mind: Every year group receives a weekly My Happy Mind session. These sessions form part of the school's planned wellbeing provision and support pupils to develop positive mental health, emotional awareness, resilience and strategies for managing feelings and relationships.

- Benefits of physical activity, time outdoors, helping others, hobbies, interests, rest, family and community participation.
- Physical health and general wellbeing.
- Recognising and naming a range of emotions and understanding that worry and low mood can occur at different times.
- Using appropriate vocabulary to describe feelings and judging whether feelings or behaviour are proportionate to situations.

- Understanding isolation and loneliness and the benefits of seeking support.
- Recognising the impact of bullying and cyberbullying on mental wellbeing.
- Understanding change, loss and bereavement and recognising that people grieve differently.
- Knowing when and where to seek support for mental wellbeing.
- Understanding that mental health problems are common and that early support can help.

8.2. Wellbeing online

- Positive and negative aspects of internet use and the role of online connection.
- Benefits and risks of online relationships and the importance of high-quality in-person relationships.
- Benefits of limiting screen time and risks associated with excessive device use.
- Online behaviour and its impact on self and others.
- Why social media, apps, computer games, online gaming and gambling sites may be age restricted.
- Risks associated with online gaming, video game monetisation, scams, fraud and other financial harms, including addictive patterns.
- Critical evaluation of online content and responsible decisions about what is appropriate.
- Online abuse, bullying and harassment and how to seek support.
- How search engines and platforms select and target information.
- Rights relating to personal data, privacy and consent.
- How and where to report online concerns.

8.3. Physical health and fitness

- Characteristics and mental and physical benefits of an active lifestyle.
- Building regular physical activity into daily and weekly routines.
- Risks associated with inactivity, including obesity.
- Knowing when and from whom to seek health support.

8.4. Healthy eating

- What constitutes a healthy diet, including calories and nutritional content.
- The importance of a healthy relationship with food.
- Planning and preparing healthy meals.
- Risks associated with unhealthy eating, including obesity and tooth decay.

8.5. Drugs, alcohol, tobacco and vaping

- Facts about legal and illegal harmful substances and associated risks.
- Risks of smoking, vaping, alcohol and drug-taking.
- Risks of nicotine addiction, including nicotine products such as nicotine pouches.

8.6. Health protection and prevention

- Recognising early signs of physical illness and changes to the body.
- Sun safety and reducing the risk of sun damage.
- Sufficient good-quality sleep and practical steps for improving sleep, including screen-free time before bed.
- Dental health and oral hygiene.
- Personal hygiene, germs, bacteria, viruses, treatment, prevention and handwashing.
- Factual and scientific information about vaccination and immunisation, aligned with the timing of vaccinations.

8.7. Personal safety

- Recognising hazards, including fire risks, and reducing risk.
- Road, railway, level-crossing and water safety.
- Recognising risk and making safe choices.

8.8. Basic first aid

- Making a clear and efficient call to emergency services and reporting incidents rather than filming them.
- Basic first aid for common injuries and ailments, including head injuries.

8.9. Developing bodies

- Growth and body changes during adolescence and the human lifecycle.
- Puberty as a normal stage of development.
- Correct names for body parts including penis, vulva, vagina, testicles, scrotum and nipples.
- Privacy and personal boundaries relating to body parts.
- The menstrual cycle, including physical and emotional changes and the fact that periods can begin from around age eight.
- Teaching about menstruation will be accompanied by sensitive practical arrangements and access to appropriate menstrual products.

9. ADDITIONAL NON-STATUTORY SEX EDUCATION

Sex education is not compulsory in primary schools beyond the statutory content of the National Curriculum for Science. The school nevertheless chooses to provide age-appropriate additional sex education in Year 6, normally during Spring 1, aligned with the PSHE Association 2026 long-term curriculum model, after consultation with parents/carers.

The purpose of this additional provision is to help pupils understand human reproduction and conception in an age-appropriate, medically accurate and respectful way and to prepare them for transition to secondary education.

The school's additional Year 6 content may include:

- The relationship between love, committed relationships and conception.
- A factual, age-appropriate explanation of sexual intercourse as one possible part of an intimate relationship between consenting adults.
- How pregnancy occurs, including the joining of sperm and egg and implantation in the womb.
- An age-appropriate overview of contraception and its role in preventing pregnancy.
- The importance of respectful relationships, privacy, boundaries and seeking help.

Parents/carers will be informed of the content of additional sex education in advance and offered opportunities to discuss the teaching and how to support conversations at home. Parents/carers may request withdrawal from some or all of this additional provision. They cannot withdraw pupils from statutory Science, Relationships Education or Health Education.

10. PARENT/CARER CONSULTATION, INFORMATION & ACCESS TO MATERIALS

The school recognises parents/carers as important partners in RSHE. Parents/carers will be proactively consulted when this policy is developed or reviewed. Consultation may include draft-policy consultation, newsletters, meetings, parent forums, Class Dojo, the school website and written feedback.

The school will provide clear information about what is taught, when it is taught, who teaches it, any external providers, and the distinction between statutory Relationships/Health Education and additional non-statutory sex education.

Parents/carers can request to view all curriculum materials used to teach RSHE. The school will respond positively to such requests. Where copyright applies, materials will be shared in a way that respects copyright and any reasonable conditions on copying or onward sharing. Copyright will not be used as a reason to refuse access.

Where external providers are used, the school will ensure that contractual arrangements do not prevent the school from sharing teaching materials with parents/carers.

If an emerging safeguarding or wellbeing issue requires teaching that materially departs from the published policy, parents/carers will be informed in advance wherever practicable and relevant materials will be shared on request.

11. WITHDRAWAL FROM NON-STATUTORY SEX EDUCATION

Parents/carers have the right to request that their child is withdrawn from some or all of the school's additional non-statutory sex education. The Headteacher will automatically grant a primary withdrawal request, except in relation to content that forms part of the National Curriculum for Science.

Before granting the request, it is good practice for the Headteacher to discuss it with the parent/carer and, where appropriate, the pupil. The discussion will clarify the nature and purpose of the teaching, its potential benefits, and possible social or emotional effects of withdrawal. The discussion will be recorded.

The parent/carer will receive written confirmation of the decision. A pupil who is withdrawn will receive appropriate and purposeful alternative education.

There is no parental right to withdraw a pupil from Relationships Education, Health Education or Science, including Science teaching about puberty or reproduction.

The school will keep a record of withdrawal requests and decisions. See Appendix 4 for further information.

12. TEACHING, SAFE LEARNING ENVIRONMENTS & DIFFICULT QUESTIONS

Teachers will establish clear ground rules for respectful discussion. Lessons will use age-appropriate, participative approaches such as discussion, scenarios, role play, paired work, reflection and anonymous question boxes.

- Teachers will use correct, medically accurate and age-appropriate terminology.
- Teachers will avoid humiliating, shaming or stereotyping pupils.
- Teachers will distinguish factual information, school expectations, law and areas of legitimate disagreement.
- Teachers will not present contested views as established fact.
- Teachers will be sensitive to pupils' lived experiences and family circumstances.
- Teachers will follow safeguarding and confidentiality procedures at all times.
- Teachers will provide reliable sources of support and identify trusted adults.
- Teachers will not promise absolute confidentiality where a safeguarding concern may require information to be shared.

Difficult questions: pupils may ask questions about topics outside the school's published sex education programme. Teachers will respond in a way that supports the child without introducing inappropriate content. Where a question is outside the curriculum, the teacher may explain that it is not covered in school, signpost the pupil to a trusted adult or parent/carer, or seek advice from the PSHE lead/DSL. Questions from pupils who have been withdrawn from additional sex education will be handled sensitively and consistently with the withdrawal arrangements.

13. EQUALITY, INCLUSION, PROTECTED CHARACTERISTICS & SENSITIVE TOPICS

The school will comply with the Equality Act 2010 and the Public Sector Equality Duty where applicable. RSHE will be taught in a way that does not discriminate against pupils or amount to harassment.

Pupils will be taught the importance of equality, dignity and respect. The school will challenge bullying, harassment, racism, sexism, homophobia, biphobia, transphobia and other discriminatory behaviour.

The school strongly supports teaching about healthy loving relationships and includes same-sex parents alongside other family arrangements when discussing families.

Where teaching addresses biological sex or gender reassignment, pupils will be taught the relevant facts and law accurately and respectfully. The school will recognise that people with the protected characteristic of gender reassignment are protected from discrimination and should be treated with dignity.

Beyond facts and law, where there is significant public debate, the school will avoid endorsing a particular contested view as fact. Teaching will avoid stereotypes and will not present social transition as a simple solution to distress or discomfort.

Pupils will be encouraged to express views respectfully and to listen to others. Disrespectful or bullying language is never acceptable.

Where faith perspectives are included, they will be identified clearly as faith perspectives. Teaching will be sensitive to pupils' religious and cultural backgrounds and remain consistent with the school's statutory duties.

14. PUPILS WITH SEND

RSHE is accessible to every pupil. Teaching will be adapted to pupils' age, developmental stage, communication needs, cognitive profile, sensory needs, disability, SEND provision and individual circumstances.

- Use of accessible language, visuals, modelling, repetition and alternative communication where appropriate.
- Careful consideration of lesson pace, groupings and the use of concrete examples.
- Pre-teaching and additional adult support where required.
- Access to appropriate resources and adaptations identified through SEND provision.
- Additional attention to safeguarding vulnerabilities, including risks of exploitation, harmful sexual behaviour, abuse and bullying.
- Links with EHCP outcomes and preparation-for-adulthood needs where relevant.

15. SAFEGUARDING, CONFIDENTIALITY & DISCLOSURES

PSHE and RSHE form an important part of the school's preventative safeguarding curriculum. Teaching helps pupils recognise unsafe situations, identify trusted adults, understand boundaries, recognise abuse and exploitation, and seek help.

All staff must follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education. Any concern or disclosure arising from RSHE must be reported to the Designated Safeguarding Lead (DSL) or deputy in accordance with school procedures.

Teachers must never promise a pupil that information will remain confidential. Pupils will be told, in age-appropriate language, how confidentiality works and what may happen if they disclose a safeguarding concern.

Staff will be aware of mandatory reporting duties and relevant legal requirements, including those relating to FGM. The school will respond to safeguarding concerns immediately.

External providers will agree in advance with the school how safeguarding concerns will be managed and reported.

16. ONLINE SAFETY, DIGITAL LIFE AND EMERGING TECHNOLOGIES

The curriculum recognises that pupils' online and offline lives are interconnected. Teaching will develop digital resilience, critical thinking and safe, respectful online behaviour.

- Online relationships, peer pressure, anonymity and impersonation.
- Privacy, location settings, personal data and consent.
- Misinformation and disinformation and how search engines/platforms select and target information.
- Online scams, fraud and financial harms.
- Online gaming, age restrictions, monetisation and gambling-related harms.
- Harmful content, bullying, harassment and reporting mechanisms.
- AI and generative AI, including the risks of inaccurate or harmful advice.
- AI chatbots and the possibility of false intimacy or harmful advice.
- AI-generated sexual imagery and deepfakes where age-appropriate and relevant to safeguarding.
- Sextortion, grooming and exploitation, taught sensitively and without unnecessary detail.
- The permanence and circulation of online images and information.
- How to seek help from trusted adults and appropriate external services.

17. EXTERNAL PROVIDERS & VISITORS

External providers may be used where their specialist knowledge or experience enhances learning. The school remains responsible for the content and quality of all RSHE provision.

- The school will check providers' credentials, experience and safeguarding arrangements.
- Lesson plans and teaching materials will be reviewed before delivery.
- Teaching will be age- and stage-appropriate, medically accurate, accessible, balanced and consistent with this policy.

- Providers will understand and follow the school's safeguarding procedures.
- A named member of school staff will normally be present or otherwise responsible for the session.
- The provider and school will agree in advance how questions and safeguarding disclosures will be managed.
- Parents/carers will be informed where appropriate, particularly for sensitive or additional sex education.
- All materials used by external providers will be available to parents/carers on request.
- Contracts will not prevent the school from sharing RSHE materials with parents/carers.

18. WIDER PSHE, ECONOMIC WELLBEING AND CAREERS

Alongside statutory Relationships and Health Education, the school provides a broader PSHE programme. This wider provision is non-statutory unless a particular element is required by another part of the curriculum or by law.

- Economic wellbeing and financial education.
- Careers education, aspirations, learning and work.
- Citizenship, democracy, rule of law and responsible participation.
- Personal development, resilience, self-esteem and leadership.
- Community participation and service.
- Road, rail and water safety.
- Drug, alcohol, tobacco and vaping education.
- Equality, diversity, inclusion and challenging stereotypes.
- Digital resilience, misinformation, scams and emerging technologies.

These areas complement the statutory curriculum and will be clearly identified in long-term planning so that parents, governors and staff can distinguish statutory content from wider PSHE.

Political impartiality: Where PSHE addresses political, civic or contested public issues, teaching will be age-appropriate, balanced and consistent with the school's legal duties on political impartiality. Pupils will be supported to consider relevant evidence and differing viewpoints respectfully, without being directed towards a particular political position.

19. EARLY YEARS FOUNDATION STAGE (EYFS)

In Reception, relevant personal, social and emotional development is taught as an integral part of the EYFS curriculum. Provision is planned in accordance with the EYFS statutory framework and the developmental needs of young children. The school will not treat primary statutory RSHE content as a separate checklist for children below compulsory school age.

Children are supported to develop relationships, self-regulation, confidence, independence, respect, personal safety and communication through everyday routines, play, stories, adult modelling and planned activities.

20. ORGANISATION, CURRICULUM TIME & WHOLE-SCHOOL PROVISION

PSHE is normally taught through approximately one hour of dedicated curriculum time each week, supplemented by whole-school wellbeing activities and learning embedded across other subjects.

Whole-school provision may include:

- School council and pupil voice.
- Residential and enrichment experiences supporting independence, self-esteem, leadership and teamwork.
- Themed weeks and whole-school events, including mental health, road safety and wellbeing initiatives.
- Visits and visitors that support curriculum aims.
- Clubs and activities that promote participation, community and wellbeing.
- Weekly Picture News or equivalent current-affairs/personal-development activity where appropriate.

Teaching will complement, not replace, the statutory National Curriculum in Science, Computing, PE, RE and other subjects.

21. ASSESSMENT, MONITORING AND EVALUATION

Assessment in PSHE and RSHE focuses primarily on pupils' knowledge, understanding and ability to apply learning. The school does not assess personal beliefs, feelings or values as if they were right or wrong.

Assessment may include:

- Baseline and end-point checks of knowledge and understanding.
- Questioning and discussion.
- Scenario-based tasks and practical application.
- Pupil reflection and self-assessment.
- Work in individual PSHE books and whole-class records where appropriate.
- Teacher observation of communication, decision-making, help-seeking and relationship skills.
- Pupil voice and curriculum feedback.

Assessment information will be used to adapt teaching, identify misconceptions and identify pupils who need additional support or intervention. The subject leader and SLT will monitor planning, teaching, pupil work, pupil voice, assessment and curriculum coverage.

The school will evaluate the curriculum through lesson observations, work scrutiny, planning reviews, safeguarding information, attendance/behaviour trends, parent feedback and pupil voice.

22. GOVERNANCE & ACCOUNTABILITY

The Governing Body recognises Relationships Education and Health Education as important elements of the school's curriculum and preventative safeguarding approach.

Governors will monitor whether:

- All pupils are making progress towards the expected educational outcomes.
- Teaching is accessible to pupils with SEND.
- Curriculum content and teaching materials are aligned with the DfE statutory guidance.
- Parents/carers receive clear information about subject content, materials, external providers and withdrawal rights.
- External providers are appropriately checked and managed.
- Withdrawal arrangements operate correctly.
- The policy is reviewed and consulted upon in accordance with statutory requirements.
- Safeguarding and emerging local needs are reflected appropriately in curriculum planning.

The Headteacher and PSHE Subject Leader are responsible for day-to-day implementation and monitoring. The DSL has responsibility for safeguarding concerns arising through RSHE in accordance with the school's safeguarding arrangements.

23. CONSULTATION, COMPLAINTS & REVIEW

The school will consult parents/carers before making or revising the Relationships Education policy. Consultation may take place through meetings, newsletters, letters, the school website, parent forums, Class Dojo, surveys and other accessible methods.

Pupils and staff will also be consulted so that curriculum content is relevant, appropriately sequenced and responsive to need.

Parents/carers may provide feedback at any time by contacting the Headteacher or PSHE Subject Leader, emailing the school office at office@holmeslack.lancs.sch.uk, or submitting written feedback through the school website.

Complaints about RSHE provision will be handled through the school's Complaints Policy.

This policy will be reviewed annually, or sooner if legislation, statutory guidance, safeguarding circumstances or local needs require it. The policy will be approved by the Governing Body and published on the school website. A copy will be provided free of charge to anyone who requests it.

24. LINKS TO OTHER POLICIES

- Child Protection and Safeguarding Policy
- Relationships and Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Computing Policy
- SEND Policy and Information Report
- Equality Policy / Equality Objectives
- Science Curriculum
- RE Policy
- PE and Physical Activity provision
- Food and Drink / Healthy Eating arrangements
- Attendance Policy
- Complaints Policy
- Visitors and External Providers procedures
- Confidentiality and data protection arrangements

This policy should be read alongside the latest versions of:

- DfE Relationships Education, RSE and Health Education Guidance
- Keeping Children Safe in Education
- SEND Code of Practice
- EYFS Framework
- National Curriculum
- Working Together to Safeguard Children

APPENDIX 1 - Holme Slack PSHE long-term curriculum overview 2026-2027

This long-term overview is adapted from the PSHE Association Primary PSHE education Curriculum Model (2026), updated 26 August 2026. The model provides the school's core Year 1–6 sequence across the six half terms. Teachers may adapt lesson order, examples and resources where needed to respond to pupils' needs and the school's context.

EFYS / Reception: The PSHE Association model directs schools to its EFYS materials for foundational learning before Key Stage 1. The school will continue to plan Reception personal, social, emotional and health learning through the EFYS framework and its EFYS provision; the 2026 KS1–2 Curriculum Model does not prescribe a Reception half-term sequence.

My Happy Mind: delivered weekly in every year group as additional wellbeing provision. It complements the PSHE curriculum, particularly the mental health and wellbeing content, but does not replace any PSHE Association unit or statutory Relationships/Health Education teaching.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)*	Drug education: assessing risk and managing influences	Developing our understanding of AI	Looking to the future

* The PSHE Association model places Sex Education in Year 6 Spring 1 and notes that the parental right to withdraw applies to Sex Education only. The school's policy and parent information should identify the Sex Education content clearly.

The PSHE Association model distinguishes statutory RSHE content from other essential, currently non-statutory Economic Wellbeing and Careers Education. The school retains the complete sequence as its whole-school PSHE framework and adapts individual lessons/resources where appropriate.

Weekly additional provision: My Happy Mind – all year groups, weekly. This is recorded separately so that the school's statutory PSHE/RSHE coverage remains clear.

Additional provision	Frequency	Relationship to PSHE curriculum
My Happy Mind	Weekly – every year group	Additional wellbeing provision; complements, but does not replace, PSHE/RSHE.

APPENDIX 2 – Statutory coverage mapping grid (Key Stage 1 & Key Stage 2)

This appendix demonstrates how the statutory requirements for Relationships Education and Health Education are met through the school's use of the PSHE Association Programme of Study for PSHE Education (2026).

Key Stage 1

Statutory Requirement	PSHE Association Programme of Study Unit
Families and People Who Care for Me	Families
Caring Friendships	Friendships
Respectful, Kind Relationships	Respecting Self and Others
Online Safety and Awareness	Online Life and Safety
Being Safe	Safe Relationships: Consent, Boundaries and Trust
Mental Wellbeing	Mental Health and Wellbeing
Internet Safety and Harms	Online Life and Safety
Physical Health and Fitness	Physical Activity and Nutrition
Healthy Eating	Physical Activity and Nutrition
Drugs, Alcohol and Tobacco	Drug Education
Health Protection and Prevention	Keeping Healthy and Well
Basic First Aid	Personal Safety and First Aid
Developing Bodies	Changing and Growing Up

Key Stage 2

Statutory Requirement	PSHE Association Programme of Study Unit
Families and People Who Care for Me	Families
Caring Friendships	Friendships
Respectful, Kind Relationships	Respecting Self and Others
Online Safety and Awareness	Online Life and Safety
Being Safe	Safe Relationships: Consent, Boundaries and Trust
Mental Wellbeing	Mental Health and Wellbeing
Internet Safety and Harms	Online Life and Safety
Physical Health and Fitness	Physical Activity and Nutrition
Healthy Eating	Physical Activity and Nutrition
Drugs, Alcohol, Tobacco and Vaping	Drug Education
Health Protection and Prevention	Keeping Healthy and Well
Basic First Aid	Personal Safety and First Aid
Developing Bodies	Changing and Growing Up

APPENDIX 3 – School-chosen additional sex education

The school chooses to teach additional non-statutory sex education in Year 6, normally in Spring 1, aligned with the PSHE Association 2026 long-term curriculum model. The exact lesson sequence will be published to parents/carers in advance.

Content	Status	Withdrawal
Human reproduction and conception	Additional sex education where taught beyond statutory Science	Parent may request withdrawal unless the content is part of statutory Science
Sexual intercourse as a factual aspect of adult reproduction/relationships	Additional sex education	Parent may request withdrawal
How pregnancy occurs	Additional sex education and/or Science depending on lesson context	No withdrawal where taught as statutory Science; withdrawal applies to additional sex education
Contraception and prevention of pregnancy	Additional sex education	Parent may request withdrawal
Healthy relationships, privacy, boundaries and help-seeking	May be statutory Relationships/Health Education depending on content	No withdrawal from statutory Relationships/Health Education

The school will identify in its annual curriculum communication exactly which sessions constitute additional sex education and which are statutory Science, Relationships Education or Health Education.

APPENDIX 4 – Parent request to withdraw from non-statutory sex education

A separate Parent Request to Withdraw from Non-Statutory Sex Education form is available from the school office and website.

The Headteacher will discuss the request with the parent/carer and, where appropriate, the pupil. The discussion will clarify the purpose and nature of the teaching, the benefits of participation and any possible social or emotional effects of withdrawal. The school will record the discussion and confirm the decision in writing.

Important: this form does not apply to Relationships Education, Health Education or statutory Science, including Science content relating to puberty or reproduction.