



# St Michael's CE Primary School

## St Michael's CE Primary School

### RSHE and PSHE Policy

2026-2027



#### Rooted in Faith, Growing Together

At St Michael's, we desire to be a community where we inspire and nurture everyone to grow as resilient, empathetic, and courageous individuals. Together, we empower all to thrive academically, personally, professionally, and spiritually, becoming compassionate agents of change who positively impact the world around them.



**Approved by:** Governing Body **Review date:** Annually

"The seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop." – Luke 8:15



# 1. Policy Statement and Purpose

St Michael's CE Primary School provides a high-quality, progressive RSHE and PSHE curriculum that reflects our Christian vision and our six core values: **Aspiration, Empathy, Courage, Kindness, Resilience and Collaboration.**

This policy sets out how RSHE and PSHE are taught from Nursery to Year 6, ensuring that:

- statutory requirements for **Relationships Education** and **Health Education** are fully met
- pupils receive accurate, age-appropriate teaching about **puberty, hygiene, emotions and keeping safe**
- **no non-statutory sex education** is delivered
- teaching is inclusive, safeguarding-led and evidence-informed
- pupils are prepared for life in modern Britain and transition to secondary school

This policy aligns directly with the **PSHE Long-Term Plan (2026–2027)** and the **Pol-Ed curriculum**.

## 2. Legislation and Guidance

This policy complies with:

- Children and Social Work Act 2017
- DfE Statutory Guidance: *Relationships Education and Health Education*
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice
- Church of England guidance on RSHE and values-based education

Non-statutory frameworks used:

- PSHE Association Programme of Study
- NSPCC PANTS (EYFS/KS1)
- NHS puberty and hygiene guidance
- BBC Teach/Bitesize
- Pol-Ed (core PSHE scheme)

## 3. School Context, Vision and Values

Our RSHE and PSHE curriculum supports our vision to nurture pupils who are:

- **aspirational** in their learning and future goals
- **empathetic** and understanding of others

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- **courageous** in facing challenges
- **kind** in their words and actions
- **resilient** when things are difficult
- **collaborative** in relationships and teamwork

These values are explicitly taught through Pol-Ed lessons and revisited in collective worship, RE and wider school life.

## 4. Aims and Objectives

Our RSHE & PSHE curriculum aims to:

- provide accurate, age-appropriate knowledge about relationships, health, wellbeing and safety
- develop pupils' communication, empathy, resilience, decision-making and self-regulation
- promote respect, equality and inclusion
- prepare pupils for the physical and emotional changes of puberty
- equip pupils to stay safe online and offline
- support pupils' mental health and wellbeing
- prepare pupils for transition to secondary school

By the end of each key stage, pupils will:

- understand how to form healthy relationships
- know how to keep themselves safe
- understand their bodies and emotions
- know how to seek help and support
- show respect for difference and diversity

## 5. Curriculum Intent and Content

RSHE and PSHE are taught through:

- **Pol-Ed** (whole-year PSHE curriculum, R–Y6)
- **RSHE statutory unit in Summer 2** ("Growing & Changing")
- **Science curriculum** (biological aspects)
- **Collective worship and RE** (values, spirituality, moral reasoning)

**Curriculum Structure (aligned with LTP):**

- **Nursery:** Think Equal programme (self-awareness, emotions, safety, early body awareness)

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- **Reception:** Emotional development, early safeguarding, healthy routines
- **KS1:** Friendships, feelings, safety, privacy, online basics, rules, money, health
- **Lower KS2:** Consent in friendships, bullying, emergency services, risk, rights, mental health
- **Upper KS2:** Peer pressure, online safety, media influence, drugs/alcohol basics, identity, grief, preparing for secondary school

## 6. Puberty Education (Statutory Health Education)

St Michael's teaches **puberty, menstruation, hygiene and emotional changes** as part of statutory Health Education. This includes:

- physical changes
- emotional changes
- menstruation
- hygiene routines
- managing change
- where to seek help

**Progressive Model (as per LTP):**

- **Year 2:** Private parts, privacy
- **Year 3:** Bodies grow and change
- **Year 4:** Early physical changes + hygiene
- **Year 5:** Full puberty + menstruation
- **Year 6:** Reinforcement + managing change + secondary readiness

These lessons are statutory and **cannot be withdrawn** from.

## 7. Sex Education (Non-Statutory) — Not Delivered at St Michael's

St Michael's **does not deliver any non-statutory sex education**. We do **not** teach:

- sexual intercourse
- conception
- reproduction beyond the statutory science curriculum

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Parents therefore **do not need a withdrawal process**, as no non-statutory sex education is taught.

## 8. Delivery and Implementation

- Weekly discrete RSHE/PSHE lessons (30–60 minutes)
- Spiral curriculum revisiting key concepts
- Circle time, discussion, drama, role-play, outdoor learning
- Use of Pol-Ed resources for consistency
- School nurse/public health sessions where appropriate
- Ground rules established in every lesson
- Correct terminology used throughout

Cross-curricular links:

- **Science:** body changes, hygiene
- **Computing:** online safety
- **PE:** healthy lifestyles
- **RE/Collective Worship:** values, spirituality

## 9. Inclusion, SEND and Neurodiversity

RSHE is accessible to all pupils. Adaptations include:

- visuals, social stories, simplified language
- pre-teaching vocabulary
- small-group or 1:1 support
- sensory-aware approaches
- alternative recording methods

The curriculum is inclusive of all family types, identities, and protected characteristics.

## 10. Safeguarding and Child Protection

RSHE supports safeguarding by teaching pupils:

- how to recognise unsafe situations
- how to speak up
- who trusted adults are
- how to report concerns

Staff follow the school's Safeguarding Policy and DSL procedures. Confidentiality limits are explained at the start of lessons.

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## 11. Assessment, Monitoring and Evaluation

Assessment includes:

- baseline and end-of-unit reflections
- pupil voice
- teacher observation
- simple quizzes or exit tickets

Monitoring includes:

- planning and book looks
- lesson visits
- pupil interviews
- subject portfolio maintained by PSHE lead

Governors receive annual reports on RSHE/PSHE.

## 12. Roles and Responsibilities

**Governing Body:** ensures statutory compliance and monitors impact. **Headteacher:** ensures implementation and resourcing. **PSHE/RSHE Lead:** oversees curriculum, CPD, monitoring and resources. **Teachers:** deliver lessons, follow safeguarding procedures, differentiate. **SENDCo:** ensures adaptations for SEND pupils. **Parents:** support learning at home. **Pupils:** engage respectfully and know how to seek help.

## 13. Engagement with Parents and Community

- Annual parent information sessions
- Opportunity to view resources before sensitive units
- Clear communication about puberty teaching
- Strong links with St Michael's Church
- External visitors quality-assured and supervised

## 14. Staff Training and Professional Development

- Annual RSHE/PSHE training
- Safeguarding and disclosure training
- CPD on inclusion, trauma-informed practice, SEND
- Subject lead receives specialist training

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## 15. Behaviour Linked to RSHE/PSHE

RSHE supports positive behaviour by teaching:

- empathy
- respectful relationships
- conflict resolution
- understanding of protected characteristics

Bullying or discriminatory behaviour is addressed promptly.

## 16. Confidentiality and Information Sharing

- Staff cannot promise confidentiality
- Safeguarding concerns are reported immediately
- Sensitive information stored securely
- GDPR compliance maintained

## 17. Complaints

Complaints follow the school's Complaints Policy. Concerns about curriculum content should be raised with the headteacher.

## 18. Policy Review

This policy is reviewed annually or sooner if statutory guidance changes. Review includes:

- curriculum impact
- safeguarding considerations
- parent and pupil feedback
- governor monitoring
- alignment with long-term plan

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