PSHE and RSE Policy

September 2026

Inspire to achieve; persevere to succeed

The policy covers many of the articles from the UN Convention on the Rights of the Child. Some key articles, are highlighted below:

3	When adults make decisions, they should think how they affect children and do what is best for them.
14	Governments should make sure no one stops children from practising their religion or beliefs Parents should guide their children in this.
17	Governments should make sure children are protected from things that could harm them.
29	Education should develop children's respect for other people's human rights. Education should develop children's respect for the environment. Children should learn about their own culture and other cultures.
33	Governments should make sure children know about dangerous drugs. Governments should protect children from coming into contact with them.

Approved by:	James Fox	**Date:**	9.6.26
Signature (Chair of Committee):		**Signatures (Co-Headteachers):**	
Last review date:		**Next review date:**	

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1. Aims of PSHE Policy

With our children and young people living in an ever changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important for us to equip our pupils with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE **aims** to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives.
- understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships, including being able to identify risks and harms, within friendships both in person and online and relationships within the family.

    - understand the importance of taking responsibility for one's own health and wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both

- understand about consent in all relationships, including resisting pressure and/or not applying pressure through respect for others' boundaries
- use critical thinking skills to understand and analyse information and keep themselves safer in digital and physical spaces
    - develop confidence in decision making, understanding consequences, acting on informed choices
    - address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support
- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities.
- enjoy successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.

2. Purpose of PSHE Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about our PSHE programme including:

- our overall intention and aims for delivering PSHE, including Relationships, Sex and Health Education
- our definitions for Relationships Education, Sex Education and Health Education
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our annual parental engagement procedures and parents' right to withdraw their child from sex education
- our commitment to supporting a skilled delivery team through CPD opportunities
- how we monitor, evaluate and assess PSHE including arrangements for policy review

3. PSHE Policy Development

This policy has been developed by school governors, senior leadership team and PSHE Subject Lead, in line with the latest DfE statutory and non-statutory guidance**.** It has been informed by feedback gathered from school and community stakeholders, including pupils, parents/carers and wider partners *(see sections 7.5 and 8.3).*

4. Legislation and Guidance

From September 2026 it will be mandatory for all schools to follow the updated DfE Statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017. Schools can adopt this early from Sept 2025.
This guidance makes Relationships Education compulsory for all primary pupils, and Health Education compulsory for all primary pupils other than for those in Independent schools where PSHE is already statutory.

Our PSHE policy complies with these requirements and recommendations to deliver statutory Relationships and Health Education, as outlined and delivered through our PSHE curriculum.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

We are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. See section 8 for further information specific to Sex Education.

5. Links to Other Policies

PSHE sits within our whole school approach to supporting pupils' overall personal development, including their relationships, behaviour and overall safety, health and wellbeing. Within this context, it is important to read this PSHE policy with the following related school policies:

- Safeguarding/Child Protection Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equality, Diversity and Inclusion Policy
- SEND Information Report

6. Definitions for Relationships Education and Health Education

Relationships Education:

"Relationships Education enables the physical, cultural, social and emotional development of pupils. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, to have an understanding of the legal aspects of human relationships and to develop an understanding of tolerance and diversity, now and in the future".

Health Education:

"Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future"

7. Implementation of PSHE

7.1 The Four Principles of the Gascoigne Curriculum Vision

The Gascoigne Curriculum is explicitly PSHE-focussed. The four principles (Ourselves, Our World, Our Education, Our Rights) underpin and encompass the wide range of pedagogies, methodologies and experiences which drive the acquisition of skills, knowledge and understanding of concepts at Gascoigne.

Each principle carries a Curriculum Vision Statement, supported by approximately four Gascoigne Treasures, which articulate the personal development purposes and the inherent PSHE learning across our school's curriculum. Our curriculum is thereby predicated on the importance of PSHE. The subject, and a PSHE-focussed approach to the overall curriculum is fundamental to realising our curriculum vision statements.

In summary, our PSHE-focused curriculum enables pupils to meet the vision statements through three key strategies:

1. Whole school practices, pedagogies and initiatives (See Section 6.2)

2. The Gascoigne Treasures, and related Learning Missions / Beautiful Outcomes of the selected curriculum content across all subjects (See Section 6.3)
3. The delivery of a comprehensive PSHE programme (See Section 6.4)

7.2 PSHE- focused pedagogies and initiatives deployed across the school

All whole-school practices, pedagogies and initiatives deployed by the school are selected in order to support our PSHE-focussed curriculum vision within one or more of the four principles. The Curriculum Policy provides an overview of such practices and demonstrates how they support the curriculum vision.

7.3 PSHE-focused curriculum content: Gascoigne Treasures, Learning Missions and Beautiful Outcomes

As a Rights Respecting School, the "Our Rights" principle permeates all learning at Gascoigne. Pupils develop a broad understanding of all rights within the UNCRC, and complete in-depth studies of six of these rights throughout the year, selected for their relevance to the pupils and / or the current *Learning Mission* (see below).

Across all subjects, planned learning at Gascoigne starts from one of the remaining three principles (Ourselves, Our World or Our Education). Each principle consists of a Curriculum Vision Statement and approximately four accompanying "Gascoigne Treasures" Pupils' progression towards fulfilling the vision statements is achieved through "Learning Missions" across the primary phase, designed to address the Gascoigne Treasures. Progression against a Learning Mission is demonstrated through the end of unit "Beautiful Outcome", which enables pupils to experience and demonstrate the character developments expected of them. Beautiful Outcomes are explicitly outwardlooking, with an emphasis on enabling pupils to demonstrate their growing credentials as citizens of the world, determined to make themselves better people, and society a better place.

Learning Missions and Beautiful Outcomes are displayed prominently within each classroom and are referred to throughout teaching. Since they stem from the over-arching principles, a significant proportion of the Learning Missions and Beautiful Outcomes are explicitly PSHE-focussed. They encapsulate and demonstrate the character development that we expect our pupils to gain from studying the particular curriculum content within the curriculum unit for that half term.

7.4 Content Delivery

The entire curriculum at Gascoigne is predicated on the importance of PSHE. Accordingly, learning in relation to a pupil's personal, social, health and economic development occurs

explicitly throughout the curriculum. Additionally, the subject is taught in and of itself. The PSHE focus at any given point during the school year will be the same across different year groups:

7.5 Organisation of PSHE

All teaching staff deliver weekly 50min-1 hour long PSHE lessons to all year groups across the school, alongside planned enrichment opportunities/termly drop-down days including: Anti-Bullying week, Talk Pants, Road Safety workshops, Emergency service workshops (Police and Fire), Money Ready workshops, First Aid workshops, Talk consent workshops, amongst other opportunities.

Where appropriate, external professionals and health specialists support the delivery of sessions, including the school nurse and local practitioners for a variety of different backgrounds, who are experts in their field.
We deliver the vast majority of PSHE through whole class lessons, within which we may run smaller, targeted groups or occasional 1:1 sessions, in response to identified needs of specific pupils. We may occasionally deliver in same sex groupings, for example when exploring specific or sensitive issues such as puberty or gender stereotypes, although this is followed up with whole class learning, to ensure that pupils also have the opportunity to engage with everybody's ideas, experiences and understanding.

We organise all statutory content, and elements of the non-statutory guidance, under the following headings (utilising the Kapow Primary Scheme of work for RSE and PSHE):

- Managing self
- Self-regulation
- Building relationships
- Critical thinking

Non-statutory inclusions:

- Teaching online safety in schools
- Citizenship programmes of study.

See school website for our PSHE Education Curriculum Overviews

7.6 Statutory content

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and People who Care for Me

- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Health and Wellbeing Education (KS1&2: age 5-11 years)

- 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 *(including puberty and naming correct body parts)*

Science Curriculum (statutory content related to Relationships and Sex Education)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents/carers
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

7.7 Non-Statutory Content:

Living in the Wider World (KS1&2: age 5-11 years)

- Economic Wellbeing – *beyond compulsory content included in the statutory relationships and health education including financial wellbeing online, identifying and managing financial safety, harms, scams, risks etc.*
- Being a Responsible Citizen

- Careers

Non-statutory Sex Education

1x lesson on conception* in Y5/Y6
** this is the only content that parents/carers can withdraw from – see section 8*

Cross curricular links

Through identified cross curricular links with relevant subjects, including RE, Science, DT, ICT, PE, we further complement, reinforce and extend our pupils' PSHE learning through related contexts, being clear not to duplicate or repeat any learning. .....

7.8 Adaptations to the PSHE Curriculum

The organisation of our PSHE curriculum is flexible where needed, allowing us to respond to the feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, data such as from the local SHEU survey, community issues, and/or news related events.

We regularly engage our pupils, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Pupil engagement – annual surveys, focus groups, subject reviews, PSHE/Circle time discussions, other *(amend as appropriate)*
- Parental engagement – annual RSE information
- Community partners – partner discussions, external training content, local/national data provided by partner organisations, policy 'feedback comments',

As a result of feedback gathered this year, we have adapted our PSHE curriculum 2025-6 with the following priorities:

- We have moved puberty/body changes into y4 from Y5 in response to identified need with our younger pupils
- We are now including more content in online behaviours in UKS2, particularly using aggressive and bullying language in group chats, with more content from the 'ThinkUKnow' programme (CEOP)
- Following the pupil annual end of year survey pupils have expressed more concerns about feeling safe online: content will now be addressed in all year groups in KS2
- We have now introduced content re: financial harms, particularly in relation to gaming and gambling, in Y4, Y5 and Y6, rather than just Y6, in response to amount of these activities with this group of pupils

8. Issues Specific to Sex Education

8.1 Definition for Sex Education

Sex Education is lifelong learning about the physical, social and emotional aspects of human sexuality, including skills, attitudes and information on topics like reproduction (conception and birth), relationships, and identity.
Sex Education aims to equip young people with the knowledge, skills, and values to have safe, fulfilling, and responsible relationships and to take responsibility for their own health and wellbeing.

8.2 DfE Recommendation for Sex Education

Whilst Sex education is not compulsory in primary schools, we are following the DfE recommendation to deliver Sex Education in years 5 and 6, in 1 lesson about conception/how a baby is made and birth. We feel this non-statutory content is important to address many of the questions that children have and are taught in the context of healthy adult relationships, complementing the factual description of human reproduction and conception covered in statutory science, and sitting alongside statutory Relationships and Health Education including content on puberty and changing bodies.

8.3 Engaging with Parents/Carers

On entry to the school, parents/carers are invited to read our PSHE policy, including our approach to Sex Education. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we prioritise open and transparent engagement, keeping all parents/carers fully informed of the content and delivery of our PSHE curriculum, reinforcing this dual responsibility for PSHE learning.
We do our best to find out any religious or cultural views parents/carers may have, which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our Equality, Diversity and Inclusion policy.

We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:

By inviting parents/carers to participate in an annual consultation to discuss Relationships, Sex and Health Education in the school. During this consultation, there are opportunities for parents/carers to review curriculum content and resources, including any used by external partners and to address any questions or issues they have. It is also made clear about their parental right to withdraw their child from non-statutory lesson(s) and exactly what these lessons are when they are taught (see section 8.4)

Beyond the annual consultation, parents/carers can request to see planning and curriculum resources used in the teaching of sex education at any time.

In response to emerging and/or local issues, we may need to respond by introducing additional content into the PSHE curriculum, for example the sharing of nude images, or pornography. In all cases, we will ensure to update parents and enable them to support the learning at home.

8.4 Parental Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from non-statutory Sex Education, but **not** the right to withdraw their child from any lessons in statutory Science, Relationships Education or and Health Education, (see Section 8 for Statutory and Non-Statutory content).

In accordance with this, it is made clear to parents/carers of Yr6 children that they can withdraw their child from the single non-statutory sex education lesson and no other lessons within the PSHE curriculum.

If a parent wishes to withdraw their child from this non-statutory Sex Education we ask that they discuss it with the Head Teacher and can request for withdrawal from the Sex Education Lesson from a member of the Senior Leadership Team.

To confirm, statutory Relationships Education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence, in order to keep children safe. Equally, statutory Health Education includes content on puberty, changing adolescent bodies and labelling of all main body parts.

8.5 Supporting Pupils Withdrawn from Sex Education

Alternative work will be given to pupils who are withdrawn from sex education.
We encourage curiosity in children as it is an important part of their learning and we recognise that pupils who have been withdrawn from these lessons may ask questions outside of the lesson time related to sex education. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other children or the internet, which might provide inaccurate information.

9. Principles for the Safe and Effective Delivery of PSHE

9.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real life experiences, addressing a wide range of personal, social, emotional and health issues. A safe, supportive, and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils in each learning group across the school. These ground rules are referred to during PSHE lessons. This helps secure an atmosphere within which pupils feel able to discuss ideas, share feelings, raise concerns, and explore sensitive or challenging issues.

9.2 Safeguarding and Confidentiality

Discussions about a wide range of PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports, for example pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance 'Keeping Children Safe in Education' 2025, to ensure that they are clear about what is required in such circumstances. Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils, and that the pupils themselves know that teachers cannot offer them unconditional confidentiality, whilst always being reassured that their best interests

will be maintained. The pupils will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents/carers and other trusted adults and are provided with support to do so.

9.3 A Skilled PSHE Delivery Team

To maintain the high quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD)s opportunities for our staff to develop the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas. This is achieved through a range of CPD activities, including on-site staff training, online courses and networking events, 1:1 mentoring and support. We ensure to draw on the expertise and specialism of relevant local and national organisations where possible to support our training and development programmes.

9.4 Participatory and Interactive Learning Approaches

Active, interactive and participative learning approaches are particularly effective for engaging pupils with the wide range of personal, social, emotional and health related issues in PSHE, particularly when addressing the more sensitive and complex content. Our skilled staff, along with our external partners, use a wide range of teaching and learning activities, within the boundaries of the agreed ground rules, to effectively engage pupils including, for example through structured or open discussion, games, role-play, group debates, use of technology for mock interviews, blogs or vlogs, online games, alongside pupil presentations, the use of literature and visits by theatre groups.

9.5 Choosing Resources

Resources used in PSHE, including those used by our external partners, are regularly reviewed to ensure that they are up to date, relevant, age and stage appropriate, inclusive, unbiased, and accessible for all students. We take into account how the language, cultural attitudes and images within our resources are inclusive and unbiased, avoiding any form of discrimination, misinformation, or promotion of harmful content in any way.

9.6 External Organisations and Partners

We work with a range of various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributions complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our pupils.

All external contributors are made aware of our confidentiality and safeguarding policies to ensure any safeguarding issues that arise are dealt with in line with school policy and procedure.

9.7 Responding to all Pupils' Questions

We will ensure to respond to all pupils' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities, or on a one-to-one basis, as appropriate. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum of from those pupils who have been withdrawn they are likely to turn to other

sources of support which may be unreliable, so no question will be disregarded. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

9.8 Meeting the Needs of SEND Learners

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support, and delivering relevant CPD for all staff.

10. Equality, Diversity and Inclusion

As an inclusive school we value the difference and diversity of our community and the wider world. Within our PSHE programme we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the Equalities Act and Schools Guidance 2010.

Within this duty to foster an understanding of equality and respect, we ensure that all pupils grasp the concept of protected characteristics as directed under British law, in an age appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion of belief, sex and sexual orientation. We also promote British values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

11. Impact: Monitoring, Evaluating and Assessing PSHE

11.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Co Headteachers James Fox & Anre Buchner.

11.2 The Co-Headteachers

The Co-Headteachers are responsible for ensuring that PSHE is taught consistently across the school.

11.3 Subject Lead

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils within PSHE as follows:

ensuring the policy and programmes are implemented as agreed

monitoring and evaluating the teaching of PSHE through lesson observations, learning walks, planning scrutiny, pupil voice, book looks and PSHE subject reviews

ensuring assessment is built into the PSHE teaching and learning programme in all year groups, including baseline and endline assessments, and ongoing formative assessment, to measure pupil progress, in line with the school's assessment procedures

the use of annual surveys and consultation processes to gather the views of pupils, staff and parents/carers and inform the continuing development of our PSHE programme

11.4 Staff

Staff are responsible for:

tive way

des to PSHE

of individual pupils

11.5 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

12. Disseminating and Reviewing the PSHE Policy

A copy of this policy will be supplied to all staff and governors**.** A full copy will be published on the school website and made freely available to parents/carers and partners on request.

The policy will be reviewed annually by the governors, senior leadership team and PSHE lead, informed by feedback gathered from pupils, parents/carers and partners.