

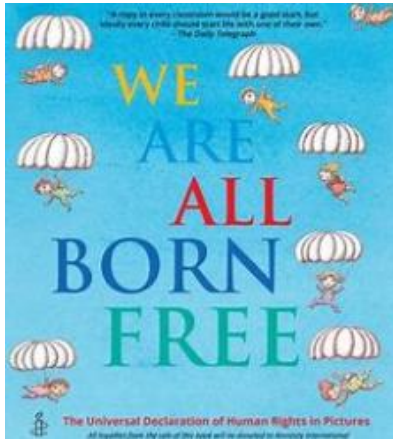
RED HALL PRIMARY SCHOOL

Preparing our children of today, for the challenges of tomorrow



PSHE policy 2026/2027

Presented to Governors: 24th February 2026
Review date:



Introduction

At Red Hall Primary School we believe that pupils with improved health and well-being can achieve better academically, which in turn leads to greater success. We aim to foster quality relationships through mutual respect, support and the opportunity to voice opinions. We believe it is important to create a collaborative, inclusive and industrious learning environment for our children to flourish in. PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. At Red Hall Primary School every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Our school is committed to serving its community. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom. At our school we embrace the British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs.
- Respect

Roles and Responsibilities

<u>Head teacher</u> Helen Tomlinson	Responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.
<u>Governors</u>	Ensuring that statutory content is being taught and Red Hall are fulfilling legal obligations from statutory guidance.
<u>Designated Safeguarding leads (DSL) -</u> Helen Tomlinson Hollie Shaw Ashley Esson	Ensure safe guarding policies are being followed and ensuring safe guarding issues are dealt with when they arise.
<u>PSHE lead</u>	Development of the curriculum and that statutory topics are being taught. Delivering effective and useful staff training. To communicate

Adele Smith	effectively with teachers of what child has been withdrawn. Monitoring the effectiveness of the teaching.
<u>Teachers and support staff</u>	The delivery of key information within the subject, along with challenging social and environmental factors of the local area of Gornal. Working with PSHE lead to ensure gaps in learning are being covered.
<u>Parents and careers</u>	To work in partnership with the school and to know PSHE policies. To be aware of environmental factors in local area and at home.
<u>Pupils</u>	To know their responsibilities at Red Hall, respect their peers' wishes and to take part in statutory teaching within the PSHE curriculum.

Legislation including statutory guidance

- updated statutory RSHE (relationships, sex and health education) guidance - 2025/2026
- Keeping Children Safe In Education (KCSIE 2025)
- Children and Social Work Act 2017
- The National Curriculum for science 2015
- Equality Act 2010
- Learning and Skills act 2000
- The Education Act 1996

Related school policies:

- Accessibility plan 2024-2027
- Anti Bullying Policy 2019
- Equality Policy
- SEND Policy

Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

From September 2020, Relationships Education became statutory in Primary schools in England.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in the statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education, 2019'

We must teach health education under the same statutory guidance.

Parents right to withdraw

Parents/careers do not have the right to withdraw from statutory subjects that are taught from EYFS to year 6.

Before granting request to draw, parents/careers to meet with Head Teacher and PSHE lead with the pupil to discuss rationale behind this.

The school will respect parents' right to withdraw. If child is withdrawn, teacher will ensure pupil receives meaningful education throughout the period of withdrawal.

The school will adopt an 'opt out' approach.

Parents have the right to fully request all content of a PSHE lesson 1 week before it is taught. Parents will be given an overview in year group welcome meetings.

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website, Facebook page and school newsletter. Working with parents is a vital part of the whole school approach to PSHE. Teachers are proactive at engaging parents, both informally and at Progress Evenings. Positive relationships are developed with parents and ensure open discussions if any concerns arise as a result of PSHE lessons.

Parents are kept fully informed of the school's policy for sex and relationships education and we aim to keep parents and guardians involved in school life.

Aims:

- To understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships.
- To promote healthy attitudes towards life both physically and emotionally.

- To provide knowledge to help children understand their own and others' rights in the wider world.
- To provide children with opportunities to develop an awareness of being a good citizen as part of a larger community.
- To involve staff, children, parents and governors in promoting this policy.

Objectives

- To provide opportunities for children to develop confidence and to value themselves and others.
- To prepare children to play an active role as citizens in a democratic society and to be an active citizen within the local community.
- To help children develop healthy and safe lifestyles and understand how to help keep others safe and make decisions when faced with choices.
- To form healthy and positive relationships and teach children to respect the differences between people.
- To communicate effectively with confidence
- To explore issues related to living in a democratic society
- To become healthy and fulfilled individuals

Personal and Social Education is taking place all the time in school. It is reflected in the ethos of the school, the nature of relationships with, and between staff, the displays in school and the outside environment of the school.

PSHE is also taught in the following ways:

- In the classroom as a discrete subject
- In the classroom as part of the broader curriculum
- In assemblies
- On school visits
- By visitors to school
- Through curriculum enrichment. For example, raising money for charity

Teaching and Learning

Class teachers are responsible for the teaching of PSHE throughout the school using discrete lessons and other curriculum links when appropriate.

In planning the PSHE curriculum, teachers at Red Hall Primary School create:

- A classroom climate that encourages a high level of interest for all children
- Opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational visits
- Opportunities for personal, social, health development through individual and group work, discussion and role-play
- Involvement in a range of problem-solving activities
- positive self-assessment

At Red Hall we believe that establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject.

Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass

For children in Nursery and Reception, the PSHE curriculum starts as soon as they arrive at school, through 'Personal Social and Emotional Development', this underpins the whole curriculum, in the EYFS.

Teaching and Learning across the Curriculum

PSHE will be taught weekly in discrete lessons. PSHE can be taught across the curriculum through a variety of subjects. The following curricular links show where some of the PSHE objectives can be taught:

- English: skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- Mathematics: aspects of financial capability, counting and sharing.
- Science: (including medicines), sex, health, safety and the environment. (See Sex & Relationships Education (SRE) & Drugs education Policies)
- Design & Technology: health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.

- Information Communication Technology: communicating with others via e-mail, finding information on the internet and checking its relevance.
- History: use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music: making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- Physical Education: teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn term – Living in the wider world						
'Belonging to a community'	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared Responsibilities	Protecting the environment; compassion towards others	Valuing diversity; challenging discrimination and stereotypes
Media literacy and digital resilience	Using the internet and digital devices; communicating online	How to access the internet	How the internet is used; assessing how information is used online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
Money and work	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risks
Spring Term – Health and wellbeing						
Physical health and mental wellbeing	Keeping healthy; food and exercise; hygiene routines; sun safety	Why sleep is important; medicines and keeping healthy; keeping teeth healthy;	Health choices and habits; what affects feelings; expressing feelings	Maintaining a balanced lifestyle; oral hygiene and dental care	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
Growing and changing	Recognising what makes them unique and special; feelings; managing when things go wrong	Growing older; naming body parts; moving class or year	Personal strengths and achievements; managing and reframing setbacks	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Personal identity; recognising individuality and different qualities; mental wellbeing	Human reproduction and birth; increasing independence; managing transitions
Keeping safe	How rules and age restrictions help us; keeping safe online	Safety in different environments; risk and safety at home; emergencies	Medicines and household products; drugs common to everyday life	Risks and hazards; safety in the local environment and unfamiliar places	Keeping safe in different situations, including responding in emergencies and first aid	how to protect personal information online
Summer Term – Relationships and Transitions						
Families and relationships	Roles of different people; families; feeling cared for	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnership and marriage
Safe relationships	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
Respecting ourselves and others	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues

Implementation and Overviews

Red Hall Primary School values the contributions of the community and outside agencies to the personal, social and health development and citizenship of its children. Red Hall Primary School invites a wide range of representatives to talk to the children, including the School Nurse, Police, Fire Service, local religious and community-based figures.

Opportunities for Responsibility

At Red Hall, we value individual responsibility and encourage children to assume roles of responsibility from a young age.

- Head Pupils
- School Council - this has representation from Year 1 upwards and makes collaborative decisions about school issues.
- Anti-bullying Ambassador
- Science Ambassadors from Year 1 upwards
- Wellbeing Warriors
- House Captains
- Monitors
- Reading Buddies

Resources to Support the teaching of PSHE

Pupils will have access to a range of resources including:

- visitors to school
- published materials
- computers

The school makes use of a variety of agencies and individuals as supporters for teachers to deliver the PSHE programme including:

- School Nurse
- Religious Figures
- Community Police Officer
- Road Safety Officers
- Fire Officers
- Local Charities

Teaching Resources

The school's PSHE curriculum is guided by the PSHE Association framework to ensure consistency and quality in teaching. In addition, staff utilise a broad range of supplementary resources from recognised and trusted organisations, including

- Twinkl
- National Oak
- Dudley CYP Team

- NSPCC
- PSHE Association

All teaching materials are carefully reviewed to ensure they are accurate, up to date, inclusive, and appropriate for the age and needs of pupils.

External Opportunities

As part of our PSHE provision, pupils have the opportunity to take part in workshops delivered both by school staff and external agencies. These workshops are designed to enhance the taught curriculum by providing interactive, practical, and age-appropriate learning experiences on a range of topics, such as health and wellbeing, relationships, personal safety, and community awareness. We work in partnership with trusted organisations and professionals to ensure workshops are accurate, engaging, and aligned with statutory guidance. All external visitors are appropriately vetted, and workshop content is reviewed by staff to ensure it meets the needs of our pupils and reflects the values of our school.

- NSPCC Workshops (Years 2,5 and 6)
- First Aid training (Years 1-6)
- BANTER workshop
- School Nurse (Years 3 -6)
- Healthy Life Styles Charity
- Knife Crime Awareness (Year 6)
- Loud Mouth Helping Hands
- My Mate Fancies you (year 6)

Terminology Guide

In PSHE, vocabulary plays a vital role in ensuring pupils can articulate their thoughts, feelings, and understanding with confidence. We are committed to explicitly teaching and reinforcing subject-specific vocabulary so that pupils develop the language needed to discuss sensitive topics, express themselves appropriately, and engage meaningfully in lessons. Teachers will introduce new terminology in context, revisit key words regularly, and provide opportunities for pupils to use this vocabulary in discussions and written work. By embedding a rich and inclusive vocabulary, we aim to empower pupils to communicate effectively, build emotional literacy, and develop the confidence to navigate the world around them. There is a progression document based on vocabulary. All staff are to use the same vocabulary

outlined by PSHE lead. When discussing sensitive topics Red Hall staff will adhere to Red Hall's vocabulary guide.

Term	Definition
A	
Ally	Someone who supports LGBTQIA+ and will challenge any discrimination towards this group. This person doesn't have to be part of the LGBTQIA+.
B	
Bisexual	A person who likes to date both male and females.
Biphobia	Discrimination towards people who use the term 'bisexual'.
Butch	A persons physical attributes and mannerisms are linked to masculinity.
C	
Cisgender	Someone who identifies with the gender they were assigned with at birth. Someone who is not transgender.
Closeted/Coming out	The disclosure of ones LGBTQIA+ identity to someone else.
E	
Equality Act 2010	In the UK, this refers to the 2010 Equality Act, which provides people with protection from discrimination and ill-treatment based on sexual orientation, gender, gender reassignment and 6 other protected characteristics.
G	
Gay	Someone who is largely or exclusively romantically, emotionally or sexually attracted to people of the same gender.
Gender	The socially constructed and reinforced divisions between certain groups. Typically female and male.
H	

Heterosexual. (Straight)	Someone who is romantically or sexually attracted to someone of a different gender.
Homophobia	Discrimination against people who are gay.
P	
Pride	A positive feeling about belonging to a group.
S	
Same sex family	Families that have two mums or two dads.

Monitoring and Review

The leader provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for PSHE across the school. The co-ordinator will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise in PSHE. This Policy will be updated by Adele Smith, PSHE lead. After every update, this will be reviewed by Helen Tomlinson and Red Hall's governors.