



## **Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE) Policy**

|                                    |           |
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| Date Adopted by<br>Governing Body: | June 2026 |
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# 1. Policy Statement

This policy sets out Rockcliffe First School's approach to **Personal, Social, Health Education (PSHE)**, including **Relationships and Sex Education (RSE)**.

At Rockcliffe First School, PSHE and RSE are central to our ethos of *"Shining Brightly Together"* and underpin all aspects of school life.

This policy is informed by statutory guidance from the Department for Education (July 2025) and the PSHE Association and meets the requirement that all primary schools have a written Relationships Education policy and define any sex education offered.

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## 2. Aims and Intent

Our PSHE and RSE curriculum aims to support pupils in becoming:

- Healthy, safe, independent and responsible individuals
- Confident learners with strong self-esteem and resilience
- Respectful citizens who value diversity and equality
- Active members of their community

As outlined in our school vision:

Personal, Social, Health Education (PSHE), including Relationships and Sex Education (RSE), is central to our school's values and ethos and underpins all aspects of school life.

We aim to ensure pupils:

- Develop empathy, kindness and respect for others
  - Understand their rights and responsibilities
  - Can form and maintain healthy relationships
  - Can recognise and manage emotions effectively
  - Are prepared for the opportunities and challenges of modern life
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## 3. Definition of PSHE and RSE

- **PSHE:** A subject through which pupils develop the knowledge, skills and attributes needed to manage their lives now and in the future, covering Health and Wellbeing, Relationships, and Living in the Wider World.
- **Relationships Education:** Compulsory in primary schools and focuses on friendships, family relationships, respect, kindness, and safety.

- **Sex Education:** is the teaching about the process of reproduction and birth as part of the human lifecycle; how babies are conceived and born. This is optional in primary schools beyond the Science curriculum and as this content is more age appropriate for Y5 and 6. **This is not taught at Rockcliffe First School.**
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## 4. Curriculum Design and Implementation (PSHE Association-aligned)

At Rockcliffe First School, our PSHE and RSE curriculum is fully aligned with the PSHE Association Programme of Study, ensuring a broad, balanced and progressive curriculum that meets statutory requirements and reflects the needs of our pupils.

### Curriculum Framework

Our curriculum is structured around the PSHE Association's **three core themes**:

- **Relationships**
- **Health and Wellbeing**
- **Living in the Wider World**

These themes are revisited through a spiral curriculum model, where knowledge, skills and attributes are developed progressively and in increasing depth as children move through school.

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## Curriculum Overview at Rockcliffe First School

Our long-term plan ensures clear progression from Early Years to Key Stage 2, with carefully sequenced units responding to pupils' developmental needs and local context. Our PSHE curriculum is underpinned by the PSHE Association Programme of Study and reflects best practice in delivering a progressive, spiral curriculum that develops pupils' knowledge, skills and attributes for life.

### *Early Years Foundation Stage (EYFS)*

**The curriculum focuses on:**

- Friendships and relationships
- Emotional wellbeing
- Healthy habits and self-care

For example:

- Nursery and Reception begin with developing friendships and cooperative play
- Emotional literacy is introduced through exploring feelings and self-regulation
- Basic health education includes hygiene (e.g. dental care) and personal safety (e.g. NSPCC PANTS rule)

## **Key Stage 1**

In Key Stage 1, pupils build foundational knowledge across all three PSHE themes.

### **Key areas include:**

- Developing friendships and resolving conflict
- Identifying and managing emotions
- Understanding similarities, differences and families
- Learning about safety (home, online and community)
- Building healthy lifestyle habits
- Introduction to careers, money and aspirations

Examples from our curriculum:

- *"How can we be a good friend?"* explores kindness, cooperation and consent
- *"How can we manage our feelings?"* develops early self-regulation strategies
- *"How do we stay safe online?"* introduces digital safety and personal information
- *"How can we be healthy?"* includes sleep, diet, hygiene and exercise

## **Key Stage 2**

In Key Stage 2, learning deepens and broadens, supporting pupils as they prepare for transition from our school to the next stage of their education in Upper Key Stage 2.

### **Key areas include:**

- Identity, belonging and respectful relationships
- Advanced emotional regulation and mental wellbeing
- Risk assessment and personal safety (including online safety and substance awareness)
- Health choices and lifestyle factors
- Economic wellbeing (money, careers, enterprise)
- Puberty and growing up
- Media literacy (including fake news)

Examples from our curriculum:

- *"How can I manage risks?"* explores decision-making and peer influence
- *"How can I be responsible with money?"* introduces financial education
- *"How do I change as I grow up?"* covers puberty and personal hygiene
- *"What is fake news?"* develops critical thinking and media awareness

# Curriculum Principles

Our PSHE and RSE curriculum is designed to:

- Be **age-appropriate and developmentally sequenced**
- Build both **knowledge and essential life skills**
- Reflect **real-life contexts and pupil experiences**
- Address **local priorities**, including:
  - Beach safety
  - Metro and transport safety
- Promote **mental health and wellbeing** throughout all year groups

## Teaching Approach

In line with PSHE Association guidance, our teaching:

- Develops **knowledge, skills and personal attributes** together
- Uses **interactive and discussion-based learning**
- Encourages **reflection and critical thinking**
- Applies **distancing techniques** to explore sensitive topics safely

We use:

- Big Books for capturing pupil voice and progression
- Open-ended questioning and debate
- Real-life scenarios and problem-solving tasks

## Assessment within the Curriculum

Assessment is used to support progression and inform planning:

- Baseline activities identify prior knowledge
- Ongoing assessment through discussion, questioning and observation
- End-of-unit and end-of-year reflection tasks
- Evidence recorded through Big Books and written work

This approach reflects PSHE Association guidance that assessment should focus on learning and progress, not 'passing or failing'.

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## Impact of the Curriculum

Our carefully sequenced, PSHE Association-aligned curriculum ensures that pupils:

- Develop a strong understanding of **relationships, health and citizenship**
- Build the **skills to manage real-life situations**
- Become **resilient, reflective and respectful individuals**
- Are well prepared for **transition to middle school and beyond**

## Statutory RSE Mapping Table

### Rockcliffe First School – PSHE & RSE Curriculum Alignment

This mapping demonstrates how our PSHE curriculum, based on the PSHE Association Programme of Study, ensures full coverage of statutory Relationships and Health Education requirements, while extending learning through a comprehensive and progressive approach tailored to the needs of Rockcliffe pupils.

#### ***A. Relationships Education (Statutory – Primary)***

| DfE Requirement                            | What Pupils Must Know                                         | Rockcliffe Curriculum Coverage                                                                                                         |
|--------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Families and people who care for me</b> | Families are important, can differ, and provide love and care | KS1: <i>How are we the same and different?</i> (families)<br>KS2: <i>How are families different?</i> (diverse families, relationships) |
| <b>Caring friendships</b>                  | How to form friendships, resolve conflict, show kindness      | KS1: <i>How can we be a good friend?</i><br>KS2: <i>What are my qualities?, How can I help my friends?</i>                             |
| <b>Respectful relationships</b>            | Respect, kindness, equality, inclusion                        | KS1: <i>How do we show kindness?</i><br>KS2: <i>How can I be respectful and responsible?</i>                                           |
| <b>Online relationships</b>                | Safe online behaviour, risks, privacy                         | KS1: <i>How do we stay safe online?</i><br>KS2: <i>How can we stay safe online?</i>                                                    |
| <b>Being safe</b>                          | Personal safety, boundaries, consent, asking for help         | KS1: <i>How can we be safe at home?, PANTS rule</i><br>KS2: <i>How can I manage risks?, Keeping safe in the community</i>              |

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## ***B. Health Education (Statutory – Primary)***

| <b>DfE Requirement</b>             | <b>What Pupils Must Know</b>                           | <b>Rockcliffe Curriculum Coverage</b>                                                                           |
|------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Mental wellbeing</b>            | Recognising emotions, strategies for managing feelings | KS1: <i>How can we manage our feelings?</i><br>KS2: <i>How should I respond?, How can I manage my emotions?</i> |
| <b>Internet safety and harms</b>   | Risks online, impact of content                        | KS1: Online safety units<br>KS2: Online safety + <i>Fake news</i> unit                                          |
| <b>Physical health and fitness</b> | Importance of activity, healthy habits                 | KS1: <i>How can we be healthy?</i><br>KS2: <i>What healthy choices can we make?</i>                             |
| <b>Healthy eating</b>              | Balanced diet, influences on choices                   | KS1: diet and hygiene<br>KS2: healthy eating choices and influences                                             |
| <b>Drugs, alcohol and tobacco</b>  | Basic awareness of risks and safety                    | KS1: medicines and household products<br>KS2: smoking, vaping, alcohol, risk awareness                          |
| <b>Health and prevention</b>       | Hygiene, dental health, illness prevention             | EYFS & KS1: hygiene, handwashing, dental care<br>KS2: healthy habits and prevention                             |
| <b>Basic first aid</b>             | How to respond to emergencies                          | KS2: <i>How can I help my friends?</i> (first aid, calling for help)                                            |
| <b>Changing adolescent body</b>    | Physical and emotional changes during puberty          | KS2: <i>How do I change as I grow up?</i>                                                                       |

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## ***C. Sex Education (Non-Statutory)***

| <b>DfE Guidance Expectation</b>                | <b>Rockcliffe Coverage</b>             |
|------------------------------------------------|----------------------------------------|
| Recommended in Years 5/6 to complement Science | Not covered at Rockcliffe First School |

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## ***D. Living in the Wider World (PSHE Association – Non-Statutory but Essential)***

Although not statutory, this core PSHE strand is fully embedded at Rockcliffe:

| Theme                        | Curriculum Coverage                                                   |
|------------------------------|-----------------------------------------------------------------------|
| Careers and aspirations      | KS1 & KS2: <i>What do I want to be when I grow up?</i>                |
| Money and economic wellbeing | KS1: money basics<br>KS2: <i>How can I be responsible with money?</i> |
| Community and citizenship    | Community safety, belonging, British values                           |
| Media literacy               | KS2: <i>Fake news</i> and critical thinking skills                    |
| Environmental awareness      | Caring for environment units                                          |

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## **5. Safe and Effective Practice**

We create a safe learning environment by:

- Establishing clear ground rules
- Encouraging respectful discussion
- Using distancing techniques where appropriate
- Allowing pupils to ask questions (including anonymously where appropriate)

Teachers:

- Provide factual, age-appropriate and medically accurate information
- Handle sensitive questions carefully
- Seek support where needed and follow safeguarding procedures

This aligns with best practice guidance to ensure safe and effective delivery of RSE.

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## **6. Inclusion, Equality and Diversity**

Our curriculum promotes:

- Equality and respect for all
- Understanding of diversity, including family structures and backgrounds
- Compliance with the **Equality Act 2010**

We ensure that PSHE and RSE:

- Are accessible to all pupils, including those with SEND
- Reflect pupils' lived experiences
- Foster tolerance and mutual respect

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## 7. Roles and Responsibilities

- **Governing Body:** Oversees and approves this policy
- **Headteacher:** Overall responsibility for implementation
- **PSHE Lead:** Curriculum design, monitoring and staff support
- **Teachers:** Deliver high-quality PSHE/RSE lessons
- **External Visitors:** Enhance learning but do not replace teacher responsibility

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## 8. Working with Parents and the Community

We recognise that PSHE and RSE are most effective when schools work in partnership with parents.

We:

- Inform parents about curriculum content
- Make policy and materials accessible on request
- Provide guidance to support learning at home

Parents can view the long-term plan for PSHE and RSE on the school website in the Curriculum section and sample curriculum materials on request.

Parents are consulted when the policy is developed and reviewed.

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## 9. Safeguarding

PSHE and RSE contribute directly to safeguarding by helping pupils:

- Recognise risk
- Understand consent and boundaries
- Know how to seek help

Staff follow the school's safeguarding policy and procedures, including responding to disclosures in line with statutory guidance.

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## 10. Impact

Our aim, by the time pupils leave Rockcliffe First School, is that they will:

- Navigate real-life situations using knowledge and skills gained
  - Be healthy, respectful and socially responsible individuals
  - Understand diversity and British values
  - Manage emotions effectively
  - Build positive relationships
  - Understand age-appropriate aspects of RSE
  - Show respect for themselves and others
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## 11. Links to Other Policies

This policy links to:

- Safeguarding / Child Protection
- Behaviour
- Anti-Bullying
- Equality and Diversity
- Online Safety