



Peters Hill
Primary School

Peters Hill Primary

Ambition

Belief

Compassion

Pride

Respect

Peters Hill Primary School Relationships and Health Education Policy 2026-2028

Statement of Intent

We are committed to delivering a high-quality, inclusive and evidence-informed programme of Relationships and Sex Education (RSE), including statutory Relationships Education and Health Education. This policy reflects the statutory Relationships Education and Health Education guidance effective from September 2026 and is underpinned by the requirements of the Children and Social Work Act 2017, the Equality Act 2010 and Keeping Children Safe in Education.

Our curriculum is designed to equip pupils with the knowledge, skills and personal attributes they need to stay safe, build positive relationships and lead healthy, responsible lives. RSE plays a central role in safeguarding by helping pupils to recognise risk, understand boundaries and seek support when needed. Through this curriculum, pupils are prepared for life in modern Britain and supported to become respectful, resilient and informed members of society.

Statutory Requirements

As a maintained primary school, we are required to deliver Relationships Education and Health Education to all pupils in line with statutory guidance effective from September 2026.

The school does not teach sex education beyond that required in the National Curriculum for Science. However, pupils in Years 5 and 6 are taught about puberty in an age-appropriate and sensitive manner as part of the Health Education curriculum. Understanding and using age-appropriate anatomical vocabulary to support health, safety and communication

Where any additional non-statutory sex education content is delivered, parents have the right to request that their child be withdrawn. Requests should be directed to the Headteacher.

Curriculum Intent

The intent of our RSE curriculum is to provide all pupils with a broad, balanced and progressive programme of learning that enables them to develop the knowledge, understanding and skills needed to form healthy, respectful relationships and make safe, informed decisions.

Pupils are taught how to:

- develop positive friendships and relationships;
- recognise and respect boundaries;
- understand consent in an age-appropriate way;
- value diversity and challenge stereotypes;
- recognise unsafe or harmful behaviours;
- seek help and support when needed.

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The curriculum supports pupils in developing resilience, confidence and emotional literacy while promoting safeguarding, equality and mutual respect.

Curriculum Implementation

The RSE curriculum is delivered through a spiral curriculum model in which key knowledge and skills are revisited and developed with increasing depth and complexity from the Early Years Foundation Stage to Year 6.

Teaching explicitly addresses statutory Relationships and Health Education requirements for 2026. Pupils learn about:

- healthy and respectful relationships;
- different family structures;
- personal safety and trusted adults;
- consent and boundaries;
- online relationships and digital behaviour;
- child-on-child abuse, sexual harassment and safeguarding
- challenging misogyny, sexism, stereotypes and harmful gender norms;
- recognising behaviours associated with violence against women and girls in an age-appropriate manner
- developing critical awareness of online influencers, social media content and online communities that may promote harmful attitudes, unhealthy relationship expectations or discriminatory views

Online safety and digital literacy form a key part of the curriculum alongside the Computing curriculum. Pupils learn about:

- safe online communication; harmful online content, misinformation and disinformation;
- digital responsibility and respectful online behaviour;
- the influence of online personalities, influencers and social media;
- artificial intelligence, manipulated images and digitally generated content;
- recognising fake profiles, online coercion and harmful online communities;
- understanding how online content can influence attitudes, relationships and wellbeing

Health-related elements of RSE include:

- emotional wellbeing;
- self-care;
- puberty education in Years 5 and 6;
- understanding emotions and managing relationships.

Whole-School Approach

Relationships and Sex Education is delivered through a whole-school approach that promotes positive relationships, safeguarding, inclusion and respect across all aspects of school life. Consistent messages are reinforced through classroom teaching, assemblies, behaviour expectations, pastoral support, safeguarding procedures and wider enrichment opportunities

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Early Years Foundation Stage

In the Early Years Foundation Stage, RSE is delivered through the Personal, Social and Emotional Development area of learning. Children are supported through play-based and structured activities that develop confidence, independence and positive relationships. Adult guidance and interactions help children to:

- recognise and manage feelings;
- build friendships;
- understand routines and boundaries;
- develop kindness and empathy.

Inclusion and Equality

All pupils are entitled to access the RSE curriculum regardless of background or ability. Teaching is delivered in a factual, age-appropriate and inclusive manner. The curriculum reflects a diverse society and promotes respect for all people while meeting the requirements of the Equality Act 2010.

Teaching is adapted to meet the needs of all learners, including pupils with special educational needs and disabilities and those learning English as an additional language.

The curriculum promotes inclusion, equality and respect for diversity and reflects the principles of the Equality Act 2010

Parental Engagement and Transparency

The school recognises the important role that parents and carers play in supporting Relationships and Sex Education (RSE). Information about the RSE curriculum is available on the school website, and parents are provided with opportunities to view teaching materials.

For puberty and growing-up lessons, the school nurse will offer parents and carers in the relevant year groups an opportunity to view the resources before they are taught to pupils. This enables parents to understand the content being delivered and to support discussions at home.

If parents or carers wish to view any other RSE teaching materials or resources used within school, they should contact their child's class teacher, who will arrange access to the appropriate materials or direct them to the relevant member of staff.

The school provides information sessions and maintains open communication to ensure parents understand what is being taught, when it is being taught, and the reasons for including it within the curriculum. Parents and carers are encouraged to discuss any questions or concerns with the school and to support their child's learning at home.

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Teaching and Learning

RSE is delivered by class teachers using high-quality, evidence-based resources, including materials from the PSHE Association.

A range of teaching strategies is used, including:

- discussion;
- role play;
- scenario-based learning;
- reflective activities.

Teachers establish a safe and supportive environment in which pupils feel confident to express their views and ask questions.

Assessment

Assessment in RSE focuses on pupils' knowledge, understanding and personal development. Teachers assess pupils' ability to:

- recall and apply key concepts;
- use appropriate vocabulary;
- demonstrate understanding through discussion and written work;
- show empathy, communication and decision-making skills.

Assessment outcomes are used to inform future planning and ensure progression.

Safeguarding and Child-on-Child Abuse

The school adopts a zero-tolerance approach to abuse and is committed to safeguarding all pupils.

Staff are trained to recognise and respond to safeguarding concerns, including child-on-child abuse. Pupils are taught to:

Pupils are taught to:

- understand consent and personal boundaries in an age-appropriate manner;
- recognise inappropriate, abusive or harmful behaviour;
- identify trusted adults and know how to seek support;
- recognise risks both offline and online;
- report concerns relating to child-on-child abuse, sexual harassment or unsafe online experiences

All concerns are reported to the Designated Safeguarding Lead and managed in line with safeguarding procedures.

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Monitoring, Evaluation and Impact

The RSE subject leader, supported by the Senior Leadership Team and governing body, is responsible for monitoring the quality of provision through:

- lesson observations;
- learning walks;
- book scrutiny;
- pupil voice activities.

The impact of the curriculum is evaluated through pupils' ability to articulate their learning, demonstrate safe behaviours and show positive attitudes.

Policy Review

This policy will be reviewed every two years or sooner if statutory guidance changes.

Next review: 2028

Glossary

- **RSE** - Relationships and Sex Education
- **RSHE** - Relationships, Sex and Health Education
- **SLT** - Senior Leadership Team
- **CPD** - Continuing Professional Development

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Peters Hill Primary School PSHE Policy 2026-2028

Statement of Intent

Here at Peters Hill Primary School we are committed to delivering a high-quality, inclusive and evidence-informed programme of Personal, Social, Health and Economic (PSHE) education. This policy reflects the most recent statutory guidance issued by the Department for Education and is underpinned by the Children and Social Work Act 2017 and *Keeping Children Safe in Education*.

Our PSHE curriculum supports pupils in developing the knowledge, understanding and personal skills needed to lead healthy, safe and responsible lives. Through PSHE, pupils develop resilience, emotional literacy, confidence and an understanding of their role within modern British society.

Curriculum Intent

The intent of our PSHE curriculum is to provide all pupils with a broad, balanced and progressive programme of learning that supports their personal development and wellbeing.

The curriculum enables pupils to:

- develop resilience and confidence;
- understand physical and mental health;
- make informed and responsible choices;
- recognise and manage risk;
- understand diversity, equality and inclusion;
- contribute positively to their community and wider society.

Learning is supported through discussion, reflection and opportunities to apply knowledge in real-life contexts.

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Curriculum Implementation

The PSHE curriculum is organised around three core themes:

Core Theme 1: Health and Wellbeing

- Healthy lifestyles - *Living Long, Living Strong*
- Keeping safe - *Safety First / Say No*
- Growing and changing - *Growing Up*

Core Theme 2: Relationships

- Healthy relationships - *Daring to be Different / Be Friendly, Be Wise / People Around Us / Dear Diary*
- Feelings and emotions - *Daring to be Different / Be Friendly, Be Wise / People Around Us / Dear Diary*
- Valuing difference - *Daring to be Different / Be Friendly, Be Wise / People Around Us / Dear Diary*
- Respect, equality and challenging stereotypes, including recognising sexism, misogyny, discrimination and harmful social influences

Core Theme 3: Living in the Wider World

- Rights and responsibilities - *We're All Stars / It's Our World*
- Taking care of the environment - *Joining In and Joining Up*
- Money matters
- Digital citizenship and online responsibility - including online safety, misinformation, disinformation, artificial intelligence, manipulated content, and the influence of social media and online personalities

These themes are delivered through a spiral curriculum model in which learning is revisited and developed progressively from the Early Years Foundation Stage (EYFS) to Year 6.

Online safety and digital literacy are embedded throughout the curriculum alongside Computing. Pupils are taught how to communicate responsibly online, critically evaluate digital content, recognise misinformation and disinformation, understand the influence of social media and online influencers, and identify risks associated with artificial intelligence, manipulated content and harmful online communities

The PSHE curriculum is reinforced through assemblies, enrichment opportunities and wider school experiences.

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Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is delivered through the Personal, Social and Emotional Development area of learning.

Children are supported through activities and routines that help them:

- develop independence and confidence;
- manage feelings and behaviour;
- build positive relationships;
- communicate effectively with others.

Learning takes place through play-based experiences and adult-supported interactions.

Inclusion and Equality

All pupils are entitled to access the PSHE curriculum regardless of background or ability. Teaching is adapted to meet the needs of all learners, including pupils with SEND and those learning English as an additional language.

The curriculum promotes:

- equality and inclusion;
- respect for diversity;
- positive relationships;
- a sense of belonging and community.

Teaching reflects the principles of the Equality Act 2010.

Parental Engagement and Transparency

The school values the role of parents and carers in supporting pupils' personal development. Curriculum information is shared through the school website and parents are offered opportunities to engage with teaching materials and curriculum content.

The school:

- maintains open communication with families;
- provides information sessions where appropriate;
- encourages parents to support learning at home.

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PSHE education forms part of a whole-school approach to promoting wellbeing, safeguarding, equality and personal development. Learning is reinforced through assemblies, enrichment activities, pupil leadership opportunities, behaviour expectations and wider school life

Teaching and Learning

PSHE is delivered by class teachers using high-quality, evidence-based resources, including materials from the PSHE Association.

Teaching strategies include:

- discussion and debate;
- role play;
- scenario-based activities;
- reflective tasks;
- collaborative learning.

Teachers create a safe and respectful learning environment in which pupils feel confident to participate and share ideas.

Assessment

Assessment in PSHE focuses on pupils' knowledge, understanding and personal development.

Teachers assess pupils' ability to:

- recall and apply key knowledge;
- use appropriate vocabulary;
- reflect on their learning;
- demonstrate communication, empathy and decision-making skills.

Assessment outcomes are used to support progression and inform future curriculum planning.

Safeguarding

PSHE contributes significantly to the school's safeguarding responsibilities by helping pupils:

- recognise risk and unsafe situations both online and offline;
- understand personal boundaries and respectful behaviour;
- identify trusted adults and support networks;
- seek help and support when needed;
- recognise the influence of harmful online content, misinformation, disinformation and unhealthy social pressures
- Staff are trained to identify and respond to safeguarding concerns in line with school procedures.

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Monitoring, Evaluation and Impact

The PSHE subject leader, supported by the Senior Leadership Team and governing body, monitors the quality and impact of provision through:

- lesson observations;
- learning walks;
- pupil voice activities;
- curriculum reviews;
- book scrutiny.

The impact of the curriculum is evaluated through pupils' knowledge, behaviours, attitudes and ability to apply learning in everyday situations.

Policy Review

This policy will be reviewed every two years or sooner if statutory guidance changes.

Next review: 2028

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