

All Saints' CofE Primary School

PSHE and RSHE Policy

Review: September 2026 (reviewed annually- TBC)

All Saints' CofE Primary School

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy

Policy information	Details
Policy owner	Headteacher and PSHE/RSHE Subject Leader
Approval	Governing Body – date to be recorded following approval
Published	September 2026
Next review	September 2027, or sooner if statutory guidance changes
Core programme	You, Me, PSHE (Islington), supplemented and mapped against statutory RSHE guidance and the PSHE Association Programme of Study 2026

1. Our vision and rationale

All Saints' School is an open and caring community committed to Christian values. Our school is based on the love of learning, social justice, inclusion and responsibility. It is committed to bringing positive change and peace in our local community and the world.

“What does the Lord require from you, but to do justice, love kindness and to walk humbly with your God.” Micah 6:8

Our vision, All Believing, All Achieving, and our values of Respect, Peace, Love, Perseverance, Faith and Hope shape the way PSHE and RSHE are taught. We help every pupil to develop knowledge, language and skills for healthy relationships, physical and mental wellbeing, safety, economic wellbeing and responsible participation in modern Britain.

The policy reflects the diverse All Saints community. Teaching is factual, respectful and age- and development-appropriate. It protects children from harm, affirms the dignity of each person and enables pupils to encounter difference without bullying, prejudice or discrimination.

2. Status and statutory framework

This policy is informed by:

- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised guidance effective from 1 September 2026;
- the Education Act 1996 and Education Act 2002, including the duty to provide a broad and balanced curriculum;
- the National Curriculum for science;
- Keeping Children Safe in Education 2026 and the school's safeguarding arrangements;
- the Equality Act 2010, the Human Rights Act 1998 and the Public Sector Equality Duty; and
- the SEND Code of Practice: 0 to 25 years and the Early Years Foundation Stage statutory framework.

Relationships Education and Health Education are compulsory for primary pupils. National Curriculum science is compulsory. PSHE is the planned subject through which All Saints teaches these statutory elements alongside economic wellbeing, careers-related learning, citizenship and wider personal development.

3. Aims

Through PSHE and RSHE, pupils will be supported to:

- build kind, safe and respectful relationships and know how to repair friendship difficulties;
- understand personal boundaries, bodily autonomy, privacy, permission and safe or unsafe touch;
- recognise harmful, controlling, coercive or abusive behaviour and seek help from a trusted adult;
- manage emotions, change, loss, loneliness and setbacks, and know when and how to ask for support;
- make informed choices about physical health, healthy lifestyles, medicines and substances;
- use technology safely and respectfully, protect personal information and respond to harmful content or contact;
- understand money, work, aspirations and the choices people make;
- respect protected characteristics, different families, cultures, faiths and beliefs; and
- develop voice, agency, resilience and the knowledge needed for the next stage of education.

4. Curriculum organisation

All Saints uses the current licensed You, Me, PSHE programme from Islington as its core, spiral scheme for Years 1–6. Teachers use the school's agreed progression and annual curriculum map, not the title of a published unit alone, to ensure that all statutory outcomes are taught in a carefully sequenced way. The school supplements the scheme where needed to meet the revised 2026 guidance, local and cohort needs, and the PSHE Association Programme of Study 2026.

In Nursery and Reception, foundations are taught mainly through Personal, Social and Emotional Development and Understanding the World. Planned teaching continues through Years 1–6 in regular PSHE lessons and is reinforced through collective worship, the wider curriculum, online-safety teaching, science, behaviour expectations, pastoral support and the life of the school.

Whole-school strand	All Saints emphasis from September 2026
Relationships	Caring families and friendships; loneliness; respectful disagreement; conflict repair; healthy and unhealthy relationships; equality and respect.
Boundaries and safety	Bodily autonomy; personal space; permission; safe and unsafe touch; privacy; secrets and surprises; trusted adults; reporting and persistent help-seeking.
Online life	Respectful online relationships; privacy, location and personal data; age restrictions; harmful content and contact; manipulation; misinformation; balanced technology use and reporting.
Mental wellbeing	Naming emotions; self-regulation; coping strategies; change, bereavement and loss; resilience; loneliness; when and where to seek help.
Physical health	Healthy choices, sleep, exercise, food, hygiene, medicines, first aid, puberty and health protection, taught at an appropriate age and stage.
Economic wellbeing and careers	Money choices, needs and wants, influences, risk, aspirations, strengths, routes into work and challenging stereotypes.

5. Relationships, health, science and sex education

The school gives parents clear information about which curriculum elements are statutory and which, if any, are additional primary sex education.

Curriculum element	What it includes at All Saints	Withdrawal
Relationships Education	Families; friendships; respect; boundaries; privacy; online relationships; being safe; recognising and reporting harm.	No right to withdraw.

Curriculum element	What it includes at All Saints	Withdrawal
Health Education	Mental and physical wellbeing; healthy lifestyles; safety; first aid; medicines and substances; changing bodies and puberty.	No right to withdraw.
National Curriculum science	Life cycles; body parts; growth from birth to old age; puberty; reproduction in plants and animals; any human-reproduction science specified in the school science curriculum.	No right to withdraw.
Additional primary sex education	Age-appropriate teaching beyond Relationships Education, Health Education and National Curriculum science. At All Saints this is identified to parents in advance, normally in Year 6, including any explicit teaching about sexual intercourse and human conception beyond statutory science.	A parent may request withdrawal from some or all of this additional content.

6. Parents' right to request withdrawal

Parents do not have a right to withdraw their child from Relationships Education, Health Education or National Curriculum science, including science content relating to puberty or sexual reproduction.

A parent may request withdrawal from some or all additional primary sex education. The request should be made in writing to the Headteacher. Before withdrawal, the Headteacher will offer a discussion to clarify the content and purpose of the teaching, listen to the parent's wishes and explain possible social and emotional effects of withdrawal. In a primary school, the Headteacher must grant the request for content outside Relationships Education, Health Education and National Curriculum science. The decision and agreed arrangements will be recorded. The pupil will receive appropriate, purposeful education during the lesson.

7. Safe and effective teaching

- Lessons begin with shared ground rules about respect, listening, the right to pass and appropriate language.
- Teachers use correct biological vocabulary, carefully chosen stories, scenarios and distancing techniques; pupils are not asked to share personal experiences.
- Pupils may ask questions openly or anonymously. Questions are answered honestly and at an age- and development-appropriate level. A teacher may defer a question, consult the PSHE leader or DSL, or invite a parent to address a question at home where this is appropriate.
- Staff never promise confidentiality. Pupils are reminded that an adult must act if something suggests that a child may be unsafe.
- Teaching avoids shock, shame, victim-blaming and language that normalises harmful behaviour. It builds positive norms, skills and help-seeking confidence.
- The class teacher normally teaches PSHE because they know the pupils. Visitors may enrich provision, but the school retains responsibility, checks materials beforehand and ensures a member of staff is present.

8. Safeguarding

PSHE and RSHE are part of the school's preventative safeguarding curriculum. Staff recognise that sensitive teaching may lead to questions or disclosures. Any safeguarding concern is passed immediately to the Designated Safeguarding Lead or a deputy and managed under the Child Protection and Safeguarding Policy and Croydon safeguarding procedures. Staff record facts accurately and do not investigate. If there is an immediate risk, staff follow the school's emergency safeguarding arrangements.

Pupils learn that abuse is never the child's fault, that they should tell a trusted adult, and that they should keep telling until someone helps. Content may be adapted responsively when an emerging local or school risk is identified; parents will be informed in advance of any material departure from the published RSHE policy unless safeguarding considerations prevent this.

9. Equality, inclusion, SEND and EAL

All pupils are entitled to an inclusive PSHE and RSHE curriculum. Teaching complies with the Equality Act 2010 and

is designed so that pupils learn to respect people who share any protected characteristic. A variety of family structures and lived experiences is represented positively and factually. No pupil is made to feel that their family, identity, faith, disability or background is less valued.

As a Church of England school, All Saints teaches within its Christian vision while meeting statutory duties and respecting the right of pupils and families to hold different beliefs. Questions of belief and values are explored with kindness, accuracy and respect.

Teachers anticipate barriers and make reasonable adjustments. These may include visuals, pre-teaching, repetition, concrete vocabulary, supported communication, adapted scenarios, smaller groups, extra processing time or individual pastoral preparation. Adjustments preserve the essential safeguarding knowledge a pupil needs. The PSHE leader works with the SENCo, DSL and class teacher where content requires careful personalisation. EAL is not treated as a learning difficulty; language is made accessible without reducing ambition.

10. Roles and responsibilities

Role	Responsibility
Governing Body	Approves and reviews the policy; assures statutory compliance, equality and safeguarding; monitors curriculum quality and parent engagement.
Headteacher	Ensures implementation, staffing and training; oversees parent consultation and withdrawal requests; approves significant curriculum or resource changes.
PSHE/RSHE Subject Leader	Maintains the whole-school progression and 2026 mapping; supports staff; quality-assures plans and resources; monitors teaching, pupil voice and outcomes.
DSL and deputies	Advise on preventative safeguarding content and local risks; respond to concerns and disclosures.
SENCo	Supports accessibility, reasonable adjustments and appropriate teaching for pupils with SEND.
Teachers	Plan and teach the agreed curriculum safely; adapt responsively; assess learning; communicate relevant content to families; follow safeguarding procedures.
Parents and carers	Engage with information and consultation, reinforce safety and respectful relationships, and contact the school with questions or concerns.
Pupils	Participate respectfully, use agreed ground rules, reflect on learning and seek help when worried.

11. Parents, consultation and transparency

The school works in partnership with parents and carers. It consults them when this policy is developed or materially reviewed and considers pupil voice so that teaching is relevant, well timed and responsive. The Governing Body approves the policy.

- This policy and a curriculum overview are published on the school website and a free copy is available on request.
- Parents are told in advance about additional primary sex education and the right to request withdrawal.
- The school explains where content sits within Relationships Education, Health Education, science or additional sex education.
- Parents may view the curriculum materials used with their child by arranging this with the class teacher, PSHE leader or Headteacher. Copyrighted or licensed materials may be viewed through an appropriate school-controlled arrangement rather than copied or published online.
- Representative resources and any external provider are checked for age suitability, factual accuracy, safeguarding, equality, SEND accessibility and consistency with this policy.

12. Assessment, monitoring and evaluation

Assessment is for learning and is proportionate. Teachers identify what pupils already know, revisit misconceptions and judge progress through discussion, response to scenarios, reflection, practical application and selected work. Personal disclosures are never required as evidence of learning.

The subject leader monitors implementation through planning and curriculum mapping, lesson visits or learning walks, work or floor-book review where appropriate, staff discussion and pupil voice. Monitoring checks that content is sequenced, remembered, inclusive and used by pupils to keep themselves and others safe. Findings inform staff development, resource selection and the annual curriculum review. Excessive written recording is not expected.

13. Staff development

Staff receive appropriate subject, safeguarding and SEND training. Teachers identify areas where they need guidance before teaching. The PSHE leader provides agreed language, resources and support for sensitive or emerging themes and checks that any visitor is appropriately briefed.

14. Concerns and complaints

Questions about teaching should normally be raised first with the class teacher or PSHE/RSHE Subject Leader. If the matter is not resolved, parents may contact the Headteacher. Formal complaints are considered under the school's Complaints Policy. Safeguarding concerns are dealt with immediately under the Child Protection and Safeguarding Policy and are not delayed by the complaints process.

15. Linked policies and documents

- Curriculum Policy and year-by-year curriculum overview
- Child Protection and Safeguarding Policy, including Online Safety
- Behaviour Policy and Anti-Bullying arrangements
- Equality Policy and Objectives
- SEND Policy and SEN Information Report
- Accessibility Plan
- Science Curriculum information
- Collective Worship and Religious Education policies
- Complaints Policy

Appendix I: All Saints PSHE and RSHE progression summary

This summary shows the current planned emphasis. It is used with the detailed licensed You, Me, PSHE plans and the school's statutory-outcome mapping. Teachers adapt examples and pace to pupils' age, development and needs without omitting essential safeguarding content.

Phase / year	You, Me, PSHE foundation and strengthened 2026 content
EYFS	Trusted adults; naming feelings; kindness and turn-taking; personal space; simple permission; body ownership; telling an adult; healthy routines. Taught through PSED, Understanding the World and daily practice.
Year 1	Fun times; feeling safe; me and others; what goes into and onto bodies; feelings; money. Add personal space, asking before touch or hugs, 'no' and 'stop', trusted adults and simple online privacy and kindness.
Year 2	Healthy choices; friendship; boys, girls and families; safety; medicines; growth and biological vocabulary. Strengthen friendship repair, loneliness, respectful disagreement, safe and unsafe touch, privacy, permission, trusted adults, diverse families and online help-seeking.
Year 3	Tobacco; bullying; strengths and challenges; celebrating difference; money and choices. Add healthy and unhealthy friendships, boundaries, permission, assertiveness, secrets and surprises, reporting, online bullying and emotional regulation.

Phase / year	You, Me, PSHE foundation and strengthened 2026 content
Year 4	Democracy; choices; values; playing safe; growing and changing; puberty, menstruation, nocturnal emissions, hygiene and emotions. Strengthen autonomy, unwanted contact, permission, assertiveness, conflict without violence and online/offline reporting.
Year 5	Media; stereotypes, discrimination and prejudice; when things go wrong; feelings; influences and money. Strengthen privacy, data, age restrictions, manipulated content and misinformation, peer influence, respectful online communication, balanced device use, coping with loss and change, and unhealthy or controlling relationships.
Year 6	Healthy relationships and reproduction; risk; human rights; healthy minds; keeping safe; puberty, conception, pregnancy and parental responsibility. Strengthen warning signs, pressure and manipulation, boundaries, privacy, grooming, reporting, mental wellbeing and transition to secondary school. Additional sex education in year 6 is identified to parents in advance.

Appendix 2: Minimum safeguards for sensitive lessons

1. Check the lesson against the agreed progression, current class needs and known vulnerabilities.
2. Review all slides, videos, books, links and visitor materials before teaching.
3. Inform parents in advance of additional primary sex education and any significant change from the published programme.
4. Agree accessible vocabulary and adjustments with the SENCo where needed.
5. Revisit ground rules and trusted-adult/reporting routes.
6. Use scenarios rather than inviting personal disclosure; provide an anonymous question route where suitable.
7. Know how the lesson may prompt safeguarding concerns and how to contact the DSL immediately.
8. Check learning afterwards and provide a safe route for individual follow-up.

Appendix 3: Reference documents and resource principles

Core references

- Department for Education, Relationships Education, Relationships and Sex Education and Health Education: statutory guidance (effective 1 September 2026).
- PSHE Association, Programme of Study for PSHE Education, 2026.
- Islington, You, Me, PSHE – current licensed primary scheme and supporting resources.
- National Curriculum in England: science programmes of study.
- Keeping Children Safe in Education 2026 and Croydon safeguarding procedures.

Supplementary resources may include age-appropriate materials from recognised sources such as NSPCC Talk PANTS, NCA-CEOP Education/Connect, Childnet and PSHE Association. Selection is based on educational purpose, evidence, accuracy, age and developmental suitability, safeguarding, equality, SEND accessibility and consistency with the school's Christian vision. Commercial popularity alone is not sufficient.

Policy review record

Review date	Change	Approved by
September 2026	New combined PSHE and RSHE policy aligned with revised DfE statutory guidance and All Saints' You, Me, PSHE curriculum review.	TBC