

West Rise Primary School

A 'Wellbeing First' School



WEST RISE

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

November 2025

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." -Secretary of State, 2019



Our Vision

At West Rise, we nurture hearts and minds in an environment of kindness, togetherness, and respect, where children are inspired to be the best they can be.

Aims and Objectives

As part of our Wellbeing First approach at West Rise Primary School, PSHE & RSE are an essential part of the package we provide to promote respect and equality, and to prepare pupils for life in diverse 21st century Britain and the wider world. Our school curriculum and ethos promote spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. PHSE and RSE plays an important part in fulfilling the statutory duties all schools have to meet. It is essential learning about relationships, the body, feelings, beliefs, rights and responsibilities. It helps students understand the difference between safe and unsafe relationships and equips them with the skills to get help if they need it.

Schools have responsibilities for safeguarding and a legal duty to promote student wellbeing and keep children safe and healthy, to celebrate their sexuality and to take responsibility for their health and wellbeing, both now and in the future. Effective RSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing. RSE is an important part of the PSHE Education (DfE, 2014) and Equality Act, (2010).

At West Rise. PHSE and RSE is underpinned by the Wellbeing First vision and aims of our school, and we uphold this work as an entitlement for all our pupils. Our teaching of PHSE and RSE is aimed sensitively to the age and level of understanding of the children, therefore, our focus is on recognising, building and maintaining positive, healthy relationships. based on respect, kindness, integrity, generosity, honesty and equality. We focus on family and friendships in all contexts, including online and through social media applications.

PHSE and RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and ability of the children
- Providing a safe and inclusive learning environment

We aim to work in partnership with parents, taking into account the social and religious backgrounds of our children as well as their age. We are committed to offering equal opportunities for all, regardless of race, religion, gender, ability or disability.

Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity and difference
- to promote a positive attitude to healthy lifestyle and keeping safe
- to developing an understanding of the value of family life and an appreciation of the many different types of family.

Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others

- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

British Values

PSHE & RSE education is used as a vehicle to address diversity issues and to ensure equality for all, promote the needs and interests of all pupils, irrespective of gender, culture, ability and promote British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

(Equality Act 2010)

Links

Relationships Education is developed within the context of Personal, Social and Health Education, Citizenship and the Science curriculum, however it is reinforced throughout the whole curriculum.

The RSE Policy has strong links with our:

- Wellbeing (including PSHE) Policy
- Learning to manage Myself (Behaviour Policy)
- Child Protection and Safeguarding Policy
- Equalities Policy
- Drugs, Alcohol, Tobacco Education
- Friendship and Anti-bullying Policy
- Child Protection Policy
- Race Equality Policy
- Online Safety Policy
- Prevent Policy

Planning and Progression

To reflect and meet national and locally identified needs, we have developed a PSHE & RSE programme that draws from the PSHE Association Scheme of Work (see PSHE Curriculum Progression Map, for PSHE & RSE Long Term). In addition to the PSHE Association, Educator Solutions programme and other resources such as Twinkl, FPA, Jigsaw, NSPCC have been sourced to ensure that all the PSHE & RSE curriculum is valuable and up-to-date, alongside this This Long-Term Plan is reviewed annually and resources are checked annually.

RSE is taught each year through a 'spiral' programme. This simply means organising learning into a series of recurring themes a term. As children meet new themes, the level of demand increases and learning is progressively deepened. This approach avoids RSE becoming a string of 'topics' or disconnected 'issues'. The three main themes that form the basis of our scheme of work are:

- Families and friendships
- Safe relationships
- Respecting ourselves and others

In the EYFS, children are given the opportunity to begin to explore healthy relationships, work and play cooperatively including learning about sharing. They also begin to develop positive attitudes about the differences between people.

Keystage One cover:

- Roles of different people; families
- Feeling cared for
- Recognising privacy
- Staying safe
- Seeking permission
- How behaviour affects others
- Being polite and respectful
- Making friends
- Feeling lonely and getting help
- Managing secrets
- Resisting pressure and getting help
- Recognising hurtful behaviour
- Recognising things in common and differences
- Playing and working cooperatively
- Sharing opinions

PSHE & RSE also covers a number of sensitive and controversial issues attached to living in Britain in the 21st century. (DfE, Relationships and sex education (RSE) and health education, September 2020). **Over the course of Key Stage 2, children will also explore issues including:**

- physical/verbal abuse/bullying (see separate Friendship and Anti-bullying Policy),
- discrimination (racism, sexism, homophobia, transphobia),
- acceptable and unacceptable physical contact,
- Children's Rights,
- puberty and body changes (Relationships Education)
- body image and stereotypes
- different types of relationships (heterosexual and homosexual etc)
- different types of family structures,
- drugs and alcohol (see Drugs and alcohol policy)
- unemployment,
- financial issues,
- careers and future aspirations
- law and order
- 'fake news'
- Keeping healthy, physically and mentally
- British Values and extremism
- Transitions
- Keeping safe (water, fire, online ,knife crime)

A medium-term plan has been developed and shared with all teachers providing them with lesson plans for all PSHE & RSE lessons. These plans provide teachers with learning outcomes, and suggested overarching key questions, input, activities and resources as well as an assessment tool. From this medium term plan the class teacher adapts the plan to create a short-term plan to reflect the needs of their class (differentiation). The PSHE co-ordinator reviews these plans on a termly basis as a minimum as well as creating lessons for class teachers themselves.

Explicit PSHE & RSE is timetabled for one session a week, an hour at a time, although other PSHE & RSE lessons may need to have additional time. These lessons will also include teaching around our Wellbeing First curriculum (see below) and the associated 'roots character traits'. These will also be taught and modelled throughout the day, both in lessons and in free time, and underpin the school values of 'Kind, Respectful, Safe'.



Assemblies

To support the delivery of learning on 'roots character traits', the themes of the term are taught within a class-based assembly or circle time will be matched to the character trait of that term and supported by a good quality text, as well as other resources. Whole school assemblies are also used to celebrate and discuss each aspect.

Delivering the PSHE & RSE Curriculum

Whilst many wellbeing type class discussions will be delivered via circle time with accompanying resources (where appropriate), the full PSHE & RSE programme will be taught through a range of teaching methods. In line with all teaching at West Rise, a wide variety of activities are used to ensure effective teaching of PSHE & RSE. Where appropriate, PSHE & RSE is taught as part of cross-curricular learning. Lessons are taught in a safe environment with agreed ground rules. PSHE & RSE lessons are taught by the class teacher; at time this may change due to staffing issues such as absence when a qualified teacher will be available, but the lesson content will be monitored by the class teacher. RSE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes.

Some knowledge about children's prior learning is needed for classroom activities and all termly topics will begin with a prior knowledge assessment; each topic will end with assessment to inform future lesson. Topics will be assessed using a variety of techniques including:

- Group / class mind-mapping
- Responding to / interpreting and incident / scenarios
- photographs / pictures/films/videos to stimulate discussion e.g., Boy in the Dress (David Walliams).
- pupil-to-pupil interviews
- a 'round' where all children contribute something they know about the area / topic
- 'draw and write' activities
- Drama
- Different colour work to demonstrate progression in the lesson, or term
- Stories – in assembly and class time e.g., Big Book of Families, Tango Makes Three, The Tear thief, Willie the Wimp etc
- There is a comprehensive list of books that is used in PSHE & RSE to view and use for circle time as well as additional lessons or enhance lessons.

Group work can be a very effective method of delivering PSHE & RSE but it is necessary to carefully plan groups for some activities, considering the emotional and social requirements for the work. Activities for group work may include:

- role-play – a useful medium for children to explore their own feelings and reactions to situations.
- drama
- Photographs / cameras – used by children to discuss / develop empathy (own or published materials can be used).
- Games – especially to develop trust and cooperation
- Stories (recently and regularly updated by HS).

When undertaking any form of class or group PSHE & RSE based work, it is essential that teachers establish a safe and supportive learning environment including 'ground rules' for all necessary activities. This list of ground rules is set up to ensure a sensitive approach and delivery of RSE in our school. Class-appropriate ground rules will be drawn up at the start of the year by the children and class teacher and will be discussed with the children at the beginning of each session.

- Be kind and respectful to each other
- Listen to each other
- Be honest – say what you feel and believe and not what you think you should say
- Have fun
- Join in – if you can

At times teachers will do extra PSHE & RSE and circle time lessons if the need arises e.g. an issue has arisen within the class or school or with a particular child that needs addressing.

Occasionally teachers may find that managing a whole class discussion is a useful stage in the teaching of a particular topic. Whole class discussions can be a useful way to model listening respectfully to the views of others.

Visitors and outside organisations also form an important part of PSHE & RSE delivery and we are working towards following the East Sussex Visitor Guidelines. For example, people who help us; fire and water safety, and first aid training and careers.

Mental and Health and wellbeing are taught in several ways, in discussions and through a scheme called the Zones of Regulation. Teachers are required to use this once a week in class and have a mental health first aid kit / calm boxes for children to access during times of need, West Rise Primary School has two mental health and wellbeing leads, who supports children more closely in this area.

Distancing techniques

Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussion, for example, using a case study to illustrate an issue. Pupils can then talk about a fictional character in the case study without having to share personal information. Teachers should manage and lead discussions attentively. If the discussion is at risk of straying, the need to be prepared to redirect it back to intended topics. It is generally not helpful to ask pupils to lead or chair discussions on sensitive topics as there can be a greater risk of going off-topic. Some questions may relate to sex education which the school may not be teaching, or not yet. These should generally not be answered in front of the whole class. Strategies to handle such questioning could include offering a word outside the lesson, referring to another more senior member of staff or offering a simple 'holding' answer and mentioning the question to parents and carers at the end of the day.

Confidentiality and Sensitive / Controversial Issues

West Rise is committed to act in the best interest of all the individuals within the school community. All staff and children need to be clear about the rules of confidentiality (see Safeguarding and other related policies for extra information). The school is not in a position to offer individuals wholly unconditional confidentiality, indeed there may be situations in which confidentiality would not serve the individuals best interest. If in any classroom discussion pupil disclose information that would alert staff to child

protection issues, then the usual procedures must be followed. All staff and pupils must be clear when child protection procedures should be implemented.

PSHE and RSE education works within pupils' real-life experiences, as such it is essential to establish a safe learning environment. At West Rise, we seek to create a safe and supportive learning environment by establishing clear 'ground rules' with an emphasis on confidentiality.

Research shows that attempts to scare young people into making a healthy choice rarely work, and can seriously 'backfire' – it may inadvertently create excitement, curiosity or even status among pupils who accept the risk. This does not mean the true consequences of the lifestyle choice should not be made clear, but balance is important. Pupils frequently overestimate how often their peers take part in risky behaviours and feel that they are the 'odd ones out'. It is important that they are reassured that, in reality, the majority of young people make positive, healthy lifestyle choices.

Adults will address each topic considerately, with age-appropriate resources e.g., different types of relationships with the book 'Tango Makes Three' by Justin Richardson; discrimination and transphobia with 'Boy in the Dress' by David Walliams and 10,000 Dresses by Marcus Ewert. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support. There is a comprehensive list of books that are used to support the children and their PSHE lessons; both fiction and non-fiction. In addition, we also use Primary Stars, football resources approved by The PSHE association for discrimination and raising aspiration lessons.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support, including specialist support with our Wellbeing leads or our ELSA.

Specific Resources & Books

Any of the resources listed in the Medium Term PSHE plan, and character traits resources can be found in the box in PSHE lead's cupboard marked 'PSHE Resources'. Books are found on the PSHE & RSE shelves in the school Library and are all colour coded. The resources are the responsibility of the coordinator and are monitored annually teachers can ask for anything extra. All governors are regularly updated on PSHE and RSE resources via the lead PSHE Governor.

Differentiation

We recognise that all children are different. Many are vulnerable and they all have different abilities and cultural backgrounds – and some have English as a second language. It is important that all children have access to quality RSE lessons regardless of their ability, social or cultural background. We aim to ensure that all pupils are included in RSE, including those with SEND. Teachers will therefore take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE & RSE education provision.

Research suggests that some pupils with SEND may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviours are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEND. It is helpful to remember to focus on activities that increase a pupil's

assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

Provision for PSHE & RSE is in line with all school policies. All children have equal access to the PSHE & RSE curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

Assessment and Monitoring

Teachers will begin each new topic with a baseline assessment to ascertain what children already know, for example a mind map or a card sort which can be added to or done again at the end of the topic to assess knowledge and progression. Teachers can also use other methods to assess understanding, such as pupils' self-assessment, observations and discussions with a particular focus. Pupils may record work or reflections in their Wellbeing Books when appropriate. It may not be appropriate to record work in every lesson.

Elements of RSE that occur in the Science curriculum will be assessed through recorded work and class contribution to establish levels of knowledge and understanding. Some useful questions in assessment that teachers ask themselves and their pupils are:

- Skills - what have they learnt to do?
- Information - what do they now know?
- Attitudes and values - what do they think, feel, believe?
- Did all pupils e.g., girls and boys, engage equally with the activity?
- What do they need to learn next?

The PHSE lead is responsible for the monitoring of books, evidence of work, pupil voice and any data recorded. The PSHE lead has an action plan and a management trail with all details of emails, training, actions to be met – this is updated regularly.

Planning will be monitored by the PSHE coordinator on a regular basis. The books will be monitored by the PSHE co-ordinator fed back to the head teacher, lead members of staff and / or class teachers. The PSHE co-ordinator will undertake lesson observations and “walk rounds” as well as a yearly pupil voice or when and if it is required.

When budget allows, staff will attend courses etc. to keep up-to-date with developments in PSHE & RSE teaching, however, the PSHE co-ordinator will ensure that all staff are up-to-date with new policies, and developments and resources. The PSHE coordinator will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate.

Specific issues and language to use

We recognise that some aspects of RSE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community; however, personal beliefs and attitudes cannot influence the teaching of RSE.

Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Pupils may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way that is in line with the content of the agreed policy. Questions about content which falls outside of the scope of the agreed teaching will be sensitively responded to by noting that it might be learnt at a later date, or may be raised with an adult at home. Teachers can and should take time to answer children's questions, offering a word outside of the lesson rather than in front of the rest of the class, or offering a simple 'holding' answer while they refer to another more senior member of staff. Questions may also be shared with parents and carers at the end of the day if deemed appropriate.

Confidentiality and child protection

Teachers and support staff are aware that teaching RSE can lead to pupil disclosures, e.g., of abuse. They are aware that they cannot offer or give unconditional confidentiality to children and must follow the school child protection procedures and local guidance, turning to the Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead (DDSL) with any concerns. Staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

Whilst there are no statutory requirements for end of key stage teacher assessment in PSHE, RSE and Citizenship, at West Rise, we do follow a skills-based curriculum and want to ensure as much progression in PSHE & RSE as in other subjects. Assessment takes place within the lesson, with live marking, discussion, feedback and activities. To support this, we use a PSHE & RSE assessment as a tool. It is the responsibility of each class teacher to complete the PSHE & RSE assessment at regular points during the lessons, as well as throughout the year and at the beginning and end of each topic. The skills are there for every child in the school and have been developed from the PSHE Association Scheme of Work, as well as other schemes, to ensure progression as the child moves through the school. The co-ordinator will monitor the skills annually. If a child has a period of absence and has missed any statutory RSE lessons the class teacher is responsible for ensuring the child receives the missed lesson/s in a safe environment (e.g., with other children in the same class or year group).

To assist with assessment of PSHE, each child will have individual PSHE books to provide teachers with evidence to support any formative and summative assessment of individuals.

Parental and Community Involvement

Our school seeks to share responsibility with parents and carers in the delivery of RSE. All parents and carers will be provided with a 'top tips for talking to your child' at the beginning of the year along with the topics that will be covered during the year. This information is also on the West Rise Website. The PSHE lead includes their email for any parent or carer wishing to discuss anything. We are confident that good communication and sharing our philosophy, aims and purpose of RSE will enable parents/carers to support our RSE programme.

Parents are invited to join in events in school, and workshops on relevant themes such as Anti-bullying, policy development and relationships education. We believe that parents are the primary educators of their children in RSE and that RSE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

We involve outside agencies e.g., NHS East Sussex School Health, School Police liaison officer etc. as much as possible to deliver aspects of the curriculum (East Sussex Visitor Guidance). This school believes that

partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE & RSE curriculum for our children.

Statutory Guidance

The statutory guidance for RSE and Health Education came into effect in all schools from 2020. It is compulsory for schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all students of primary age. e.g., biological aspects of puberty and sexual reproduction, (Education Act 1996, National Curriculum 2014) Parents and carers wishing to withdraw from aspects of sex education other than those taught under the Science curriculum, must ask in writing to the head teacher. Parents and carers wishing to withdraw are offered time to have a discussion with the head teacher and the PSHE Co-ordinator who will explore and concerns and discuss the impact of withdrawal on the child, such as gossip in the playground, incorrect information and confusion. Parents and carers will be provided with 'a purposeful and appropriate education' during that time of withdrawal. Materials are available for parents and carers are available if they wish to deliver RSE to their child at home with agreement with the headteacher.

We encourage parents and carers to make contact with the school should they have any concerns or require any additional information.