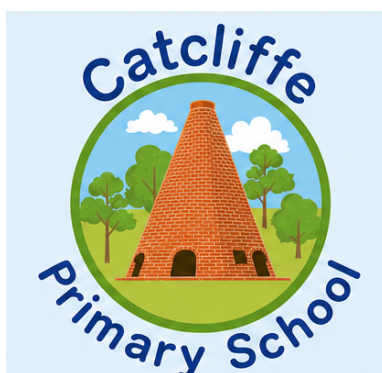




PSHE, Relationships Education, Sex Education and Health Education Policy

Catcliffe Primary School

September 2026

Policy owner	PSHE / RSHE Lead - Nicola Mitchell
Approved by	Trust Governance
Date approved	September 2026
Review date	September 2027, or sooner if statutory guidance changes
Applies to	Nursery to Year 6, with age- and stage-appropriate provision

Policy status

This policy has been updated to reflect the revised Department for Education statutory RSHE guidance in force from 1 September 2026, Keeping Children Safe in Education 2026 and Ofsted's state-funded school inspection toolkit in use from September 2026.

1. Purpose and principles

At Catcliffe Primary School, PSHE is a planned whole-school curriculum that helps learners develop the knowledge, skills, attitudes and vocabulary they need to be safe, healthy, respectful, responsible and prepared for life. Relationships Education and Health Education are taught within this wider PSHE programme.

Our approach supports the school's curriculum drivers of Aspiration, Responsibility and Diversity and our commitment to 'Growing Together Through Every Season'. Teaching is inclusive, age- and stage-appropriate, rooted in safeguarding and designed to help learners understand themselves, build positive relationships, make informed choices and seek help when they need it.

- build positive, respectful and caring relationships, including online
- understand emotions, mental wellbeing and ways to seek support
- develop healthy habits relating to physical health, food, sleep, hygiene and activity
- recognise unsafe, abusive or harmful behaviour and know how to report concerns
- understand boundaries, privacy, consent and that their body belongs to them
- develop resilience, self-respect, empathy, responsibility and confidence
- understand and respect different families, backgrounds, beliefs and protected characteristics
- prepare for physical and emotional changes as they grow, including puberty and menstruation
- become increasingly thoughtful and critical users of digital technology and online information
- understand how to access trusted adults and appropriate support

2. Statutory context and current guidance

The school has regard to the legal requirements and current guidance that apply to primary schools in England. In particular:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised guidance in force from 1 September 2026
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- Education Act 2002 and, where applicable, academy funding and curriculum requirements
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children (current statutory guidance)
- Equality Act 2010, including the Public Sector Equality Duty
- SEND Code of Practice: 0 to 25 years
- Prevent duty guidance for England and Wales
- Ofsted state-funded school inspection toolkit and operating guidance in use from September 2026
- Online Safety Act 2023 and other relevant law where age-appropriate teaching requires it

Key statutory position for primary schools

Relationships Education is compulsory for all primary-age pupils. Health Education is compulsory in state-funded primary schools. Sex Education beyond the national curriculum for science is not compulsory in primary schools, although the DfE recommends age-appropriate provision. Parents cannot withdraw a learner from Relationships Education, Health Education or the science curriculum, but may request withdrawal from primary Sex Education that goes beyond science.

3. Curriculum organisation

Catcliffe uses Jigsaw as the core framework for PSHE. It provides a coherent spiral structure across the school. The school adapts and supplements the programme where needed so that statutory content, local safeguarding priorities, current guidance and the needs of our learners are fully covered. The PSHE/RSHE leader maintains curriculum mapping showing where statutory outcomes are taught.

Term	Jigsaw puzzle / unit	Main focus
Autumn 1	Being Me in My World	Identity, belonging, rules, rights, responsibilities and community
Autumn 2	Celebrating Difference	Difference, respect, equality, stereotypes, bullying and inclusion
Spring 1	Dreams and Goals	Aspirations, resilience, goal-setting, challenge and contribution
Spring 2	Healthy Me	Physical and mental health, healthy choices, substances, sleep, hygiene and safety
Summer 1	Relationships	Families, friendships, respectful relationships, online relationships, boundaries and help-seeking
Summer 2	Changing Me	Change, growing up, developing bodies, puberty and age-appropriate sex education

PSHE is taught explicitly each week and reinforced through assemblies, the Learner Code, safeguarding education, computing and online safety, science, PE, reading and wider curriculum opportunities. Staff should make links across subjects without diluting the clear progression of the PSHE curriculum.

Tribe Time

Tribe Time is a planned part of Catcliffe's wider PSHE and personal development provision. It gives learners regular opportunities to explore the school's values, the Learner Code, character, relationships, responsibility, belonging and contribution to the school community. Tribe Time complements the taught PSHE curriculum; it does not replace the school's explicit statutory Relationships Education and Health Education lessons.

A weekly theme is introduced through whole-school assembly and developed through short Tribe Time sessions, normally 15 minutes from Tuesday to Friday. Sessions are deliberately interactive and may include discussion, stories, practical challenges, reflection, collaborative tasks and opportunities for pupil voice. Themes often draw on the school's CAT Token inspirational figures and the values of Aspiration, Responsibility and Diversity, helping learners connect these ideas with their own choices and actions.

Teachers adapt Tribe Time activities to the age, stage and needs of their learners. Where a Tribe Time theme links directly to PSHE or RSHE, staff make the connection explicit and reinforce previously taught knowledge and vocabulary. Any safeguarding concern or disclosure arising during Tribe Time is managed in accordance with the school's safeguarding procedures.

4. Relationships Education in primary

Relationships Education teaches the building blocks of positive relationships and the knowledge learners need to keep themselves and others safe. By the end of primary, learners will have been taught, in an age-appropriate way, about:

- families and people who care for them, including that families can look different
- healthy and caring friendships, including conflict, loneliness and repair
- respectful relationships, self-respect, courtesy, kindness and equality
- bullying, cyberbullying, prejudice, discriminatory language and how to seek help
- online relationships, privacy, personal information, age restrictions and reporting concerns
- boundaries, permission-seeking and consent in everyday relationships
- appropriate and inappropriate physical contact and the correct names for private body parts
- recognising unsafe or abusive behaviour and knowing that abuse is never the learner's fault
- how to report concerns, keep asking for help and identify trusted adults

Teaching about families is inclusive and reflects the range of families learners may encounter, including single-parent families, same-sex parents, adoptive and foster families, kinship carers and families headed by grandparents. The purpose is to help learners understand that safe and happy families can take different forms and should be treated with respect.

5. Health Education in primary

Health Education is taught progressively and covers physical health, mental wellbeing and practical safety. The 2026 statutory guidance has strengthened and clarified several areas, including online wellbeing, vaping and nicotine products, sleep, personal safety and developing bodies.

Area	Coverage
General wellbeing	Emotions, self-care, loneliness, change, bereavement, resilience, support and early help
Wellbeing online	Balanced use, respectful behaviour, online relationships, age restrictions, gaming and financial harms, privacy, data, misinformation and reporting
Physical health and fitness	Active lifestyles, regular movement, outdoor activity, risks of inactivity and when to seek help
Healthy eating	Balanced diet, healthy relationships with food and preparing healthy meals
Drugs, alcohol, tobacco and vaping	Legal and illegal harmful substances, smoking, alcohol, vaping, nicotine addiction and nicotine products
Health protection and prevention	Sleep, sun safety, dental health, hygiene, germs, vaccination and immunisation
Personal safety	Hazards, fire risk, road, rail and water safety
Basic first aid	Calling emergency services, reporting rather than filming, and basic responses to common injuries
Developing bodies	Growth, puberty, menstrual wellbeing, correct anatomical vocabulary, privacy and personal boundaries

6. Sex Education at Catcliffe Primary School

Sex Education is not compulsory in primary schools. Catcliffe provides a limited, age-appropriate programme so that learners are prepared for the changes of adolescence and have factual knowledge that supports their safety and transition to secondary school.

Puberty, menstrual wellbeing, growth and the correct names for body parts are part of statutory Health Education and/or science and are not treated as optional Sex Education. The national curriculum for science also includes relevant learning about life cycles and reproduction.

At Catcliffe, the specific primary Sex Education content that goes beyond statutory Relationships Education, Health Education and science is taught in Year 6 through the Jigsaw 'Changing Me' unit. It includes factual, age-appropriate teaching about human conception and birth.

Parent withdrawal

Parents may request withdrawal from the non-statutory Sex Education element described above. In primary school, the Headteacher must grant a request to withdraw from Sex Education other than content taught as part of science. The school will discuss the request with the parent, explain the curriculum and record the outcome. A purposeful alternative learning activity will be provided. There is no right to withdraw from Relationships Education, Health Education or science.

Parents will be informed in advance of the Year 6 Sex Education content and how to request withdrawal. The school will also explain which content is statutory and therefore not subject to withdrawal.

7. Developing bodies, puberty and menstrual wellbeing

Teaching about growing and changing begins with simple, age-appropriate concepts and becomes more detailed as learners approach puberty. Staff use correct anatomical vocabulary, including penis, vulva, vagina, testicles, scrotum and nipples, alongside clear messages about privacy, body ownership and boundaries.

Learners are taught about the menstrual cycle before it is likely to begin for many girls. The school provides sensitive practical support and access to period products. Teaching is factual, respectful and inclusive, and avoids embarrassment, shame or stereotypes.

8. Equality, diversity and protected characteristics

RSHE is taught in accordance with the Equality Act 2010. The curriculum promotes equality, respect and dignity and must not discriminate against learners or amount to harassment.

Primary teaching reflects different family structures positively, including families with same-sex parents, and helps learners understand that people may be different in many ways. The school challenges prejudice, discriminatory language, sexism, misogyny, homophobia, racism, ableism and other harmful stereotypes in an age-appropriate way.

Where topics involving biological sex, gender reassignment or contested ideas arise, teaching will be factual, age-appropriate and aligned with the law and statutory guidance. Staff will not present

contested views as established fact and will avoid reinforcing gender stereotypes. Learners are expected to treat everyone with respect and dignity.

Religious and non-religious beliefs may be discussed respectfully. Staff make clear when a view reflects a particular belief or perspective, while ensuring that statutory content and the law are taught accurately.

9. Inclusion and SEND

The school ensures that PSHE and RSHE are accessible to all learners, including those with SEND. Teachers make reasonable adjustments to vocabulary, pacing, communication methods, examples and resources without removing essential safeguarding knowledge.

- pre-teaching key vocabulary and concepts
- using visual prompts, concrete examples, social stories or repetition where helpful
- checking understanding carefully, including for learners who may be more vulnerable to exploitation or abuse
- avoiding assumptions about a learner's family, development, relationships or experiences
- working with the SENDCo, safeguarding team, families and external professionals where appropriate

Adaptation must preserve the core protective messages of the curriculum, including boundaries, privacy, body ownership, recognising unsafe behaviour and how to seek help.

10. Safeguarding

RSHE is a safeguarding curriculum. Lessons may prompt disclosures or indicate that a learner is at risk. Staff must follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026.

- Staff never promise absolute confidentiality.
- Concerns are recorded and passed to the Designated Safeguarding Lead or a deputy without delay.
- Learners are told, in age-appropriate language, that adults may need to share information to keep them safe.
- Staff use a child-centred approach and avoid asking leading or investigative questions.
- External visitors agree safeguarding procedures with the school before a session.
- Teaching avoids unnecessarily alarming learners and does not normalise risky or harmful behaviour.

Teaching includes clear help-seeking routes so learners know they can speak to trusted adults in school and, where appropriate, access external support.

11. Online safety and digital life

Online safety is taught across PSHE, Relationships Education and computing. The curriculum is updated in response to changing technology and local need. Primary learners are taught to:

- understand that the same expectations for respectful behaviour apply online and offline
- protect personal information and understand privacy, consent and data sharing
- recognise that online content, profiles and images may be false, edited or AI-generated
- understand age restrictions on social media, apps, games and gambling-style sites
- recognise online bullying, abuse, harassment, scams and financial harms

- think critically about information, advertising, search results and targeted content
- understand healthy limits on screen use and the impact of online activity on wellbeing
- report concerns and seek help from trusted adults

12. Parent and carer engagement, consultation and transparency

The school recognises parents and carers as important partners in RSHE. In line with the revised 2026 statutory guidance, the school will proactively engage and consult parents when developing and reviewing this policy.

- The policy is published on the school website and is available free of charge on request.
- Parents are informed about what is taught and when, particularly where content is sensitive.
- The school will show parents a representative sample of RSHE resources and will make all curriculum materials available for parents to view on request.
- Copyright may affect how materials can be copied or shared, but it will not be used as a reason to refuse parents the opportunity to view materials.
- The school will not enter into contracts with external providers that prevent parents from viewing materials used with learners.
- Parents may raise questions or concerns with the class teacher, PSHE/RSHE leader or Headteacher.

Parents do not have a veto over statutory curriculum content. Consultation is used to improve understanding, ensure transparency and help the school teach required content effectively and sensitively.

13. Teaching approach and classroom climate

PSHE and RSHE require skilled, participative teaching. Staff create a safe, respectful climate in which learners can discuss issues without being asked to share personal experiences.

- Ground rules are revisited and include respect, listening, no personal stories about others, and the right to pass.
- Teachers distinguish between general discussion and personal disclosure.
- Questions are answered factually, at an age-appropriate level and in line with this policy.
- Anonymous question boxes may be used where helpful.
- Staff challenge stereotypes and harmful language while maintaining a respectful learning environment.
- Teaching materials are quality-assured by the school and are appropriate to learners' age, stage and needs.

14. Managing questions

Learners may ask questions that go beyond the planned curriculum. Teachers will respond in a way that supports the learner while preserving age-appropriateness and safeguarding.

Where a question is not suitable for whole-class discussion, the teacher may explain that it will be answered privately, encourage the learner to speak with a parent or trusted adult, or signpost appropriate support. Staff should not give inaccurate or evasive responses that could drive learners towards unreliable online sources.

If a question or comment indicates a safeguarding concern, the member of staff must follow safeguarding procedures immediately.

15. External visitors and resources

External visitors can enrich PSHE and RSHE but do not replace the school's responsibility for curriculum quality and safeguarding. The school will:

- check the expertise, suitability and safeguarding arrangements of the provider
- agree lesson objectives, content and resources in advance
- ensure materials align with statutory guidance and this policy
- ensure a member of school staff remains responsible for the class
- agree how disclosures or concerns will be handled
- make materials available for parents to view in line with this policy
- evaluate the quality and impact of the session

16. Assessment, monitoring and evaluation

Assessment in PSHE is used to identify what learners know, understand and can apply. It is proportionate and appropriate to the subject. Evidence may include discussion, written or creative work, self-reflection, quizzes, scenarios and teacher observation.

The PSHE/RSHE leader monitors the quality and impact of provision through a planned cycle, which may include:

- curriculum and statutory coverage checks

- planning and resource scrutiny
- learning walks and lesson visits
- learner voice and work sampling
- teacher feedback and professional development needs
- review of safeguarding themes, local context and emerging issues
- feedback from parents and carers
- reporting to leaders and governors

Monitoring focuses on curriculum coherence, quality of teaching, inclusion, safeguarding, learner understanding and the impact of the programme. Findings inform subject development and staff training.

17. Roles and responsibilities

Role	Responsibility
Governing Board / Trust	Ensures statutory duties are met; approves or oversees the policy; holds leaders to account for quality, inclusion, safeguarding and transparency.
Headteacher	Ensures implementation, appropriate staffing and training, parent engagement, safeguarding oversight and decisions about withdrawal from Sex Education.
PSHE / RSHE Lead – Nicola Mitchell	Leads curriculum design and mapping; monitors quality and impact; supports staff; checks resources; keeps the curriculum aligned with current guidance.
Designated Safeguarding Lead	Advises on safeguarding content, local risks and disclosures; supports staff and ensures concerns are handled in line with safeguarding procedures.
Teachers	Teach planned content accurately and sensitively; adapt for need; establish a safe climate; assess learning; follow safeguarding procedures.
Parents and carers	Engage with information and consultation, support learning at home and raise questions or concerns with school.
Learners	Participate respectfully, follow agreed ground rules and seek help when they feel worried, unsafe or unsure.

18. Links with other school policies

- Child Protection and Safeguarding Policy
- Behaviour Policy and Learner Code
- Online Safety / Acceptable Use Policy
- Anti-Bullying Policy
- Equality information and objectives
- SEND Policy and SEN Information Report
- Health and Safety Policy
- Attendance Policy
- Supporting Learners with Medical Conditions Policy
- Curriculum Policy

19. Review and publication

This policy will be reviewed annually and sooner if there is a significant change to statutory guidance, safeguarding requirements, local need or the school's curriculum. Parents and carers will be consulted when the policy is developed or reviewed. The approved policy will be published on the school website and made available free of charge on request.

Any significant change to planned RSHE content outside the published policy will be communicated to parents in advance, with relevant materials made available to view on request.

Appendix A: Primary statutory coverage checklist

The following summary supports curriculum mapping and monitoring. It is not a substitute for the full DfE statutory guidance.

Statutory area	Primary coverage at Catcliffe
Relationships: families	Families, caring relationships, different family structures, stability, seeking help
Relationships: friendships	Making and maintaining friendships, kindness, loneliness, conflict, trust, support
Relationships: respect	Respect, self-respect, courtesy, equality, stereotypes, bullying, discriminatory language
Relationships: online	Respect online, privacy, data, online contacts, harmful content, reporting
Relationships: being safe	Boundaries, consent, body ownership, appropriate/inappropriate contact, trusted adults, reporting concerns
Health: general wellbeing	Emotions, self-care, resilience, loneliness, loss, support and mental health awareness
Health: wellbeing online	Screen balance, online relationships, age restrictions, gaming, financial harms, critical thinking and reporting
Health: physical fitness	Active lifestyle, regular exercise, inactivity risks, seeking help
Health: healthy eating	Balanced diet, healthy relationship with food, meal planning
Health: substances	Drugs, alcohol, tobacco, vaping, nicotine products and associated risks
Health: prevention	Sleep, sun safety, dental health, hygiene, germs, vaccination and immunisation
Health: personal safety	Fire and household hazards, road, rail and water safety
Health: first aid	Emergency calls, basic first aid and the importance of reporting rather than filming
Health: developing bodies	Growth, puberty, menstrual wellbeing, anatomical vocabulary, privacy and boundaries
Primary Sex Education	Year 6 factual teaching about human conception and birth, beyond science; parental right to withdraw applies

Appendix B: Key references current at September 2026

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (revised guidance in force from 1 September 2026).
- Department for Education: Keeping Children Safe in Education 2026.
- Ofsted: State-funded school inspection toolkit, for use from September 2026.
- Equality Act 2010 and Public Sector Equality Duty.
- SEND Code of Practice: 0 to 25 years.
- Prevent duty guidance.
- Jigsaw PSHE 3-11 programme and school curriculum mapping.