

HALLWOOD PARK PRIMARY SCHOOL AND NURSERY

PSHE and RSHE Policy

2026-27

Review: September 2027

1 Purpose and scope

This policy explains how Hallwood Park Primary School and Nursery provides Personal, Social, Health and Economic education (PSHE), statutory Relationships Education and Health Education, and the school's non-statutory primary Sex Education. It sets out what is taught, how the curriculum is delivered and adapted, how parents are involved, and how the school assures quality and safeguards pupils.

The policy applies to pupils from the two-year-old provision and Nursery to Year 6. In the Early Years Foundation Stage, relevant learning is delivered principally through Personal, Social and Emotional Development, Understanding the World, Physical Development and responsive safeguarding teaching. From Year 1, the school follows a planned, progressive PSHE and RSHE curriculum.

2 School context and intent

Hallwood Park serves a community with high levels of disadvantage and a significant proportion of pupils with special educational needs and disabilities. Leaders know pupils and families well. The curriculum is therefore deliberately explicit, vocabulary-rich, inclusive and responsive. It gives pupils knowledge before they are likely to need it, without causing unreasonable alarm or presenting harmful behaviour as normal.

Through PSHE and RSHE, pupils learn to build safe and respectful relationships, understand and regulate emotions, protect their physical and mental health, recognise unsafe or abusive behaviour, seek help, use technology safely and critically, and prepare for increasing independence. Teaching supports the school motto Believe, Learn, Achieve and the STRIVE values of Self-motivation, Teamwork, Resilience, Independence, Versatility and Effort.

3 Legal and statutory framework

This policy has been prepared with regard to the Department for Education statutory guidance Relationships Education, Relationships and Sex Education and Health Education, revised in July 2025 and in force from 1 September 2026. It also reflects the following legislation and guidance:

- Sections 34 and 35 of the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education England Regulations 2019.
- Sections 80A of the Education Act 2002 and 403 of the Education Act 1996.
- The Equality Act 2010, including the public sector equality duty.
- The Human Rights Act 1998.
- Keeping Children Safe in Education and Working Together to Safeguard Children.
- The national curriculum for science and computing, and DfE guidance on teaching online safety in schools.
- Special educational needs and disability code of practice 0 to 25 years.
- Political impartiality in schools and the school's duties regarding balanced presentation of opposing views where political issues are taught.

Relationships Education and Health Education are compulsory for all pupils receiving primary education. Sex Education beyond the statutory content of Relationships Education, Health Education and national curriculum science is not compulsory in primary schools. PSHE, including economic wellbeing, is an important part of the school's broad and balanced curriculum.

4 Curriculum design and SCARF

SCARF from Coram Life Education provides the core spiral curriculum. Teachers use the school's long-term overview and SCARF lesson materials, adapting examples, vocabulary, scaffolds and delivery to pupils' age, development and needs. SCARF is supplemented by assemblies, computing and online-safety teaching, science, PE, safeguarding education, the wider curriculum and carefully selected visitors or specialist services.

SCARF theme	Core emphasis	Hallwood Park links
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Me and My Relationships	Feelings, friendship skills, communication, boundaries, conflict and help-seeking.	Trusted adults, regulation, anti-bullying and respectful behaviour.
Valuing Difference	Families, similarities and differences, inclusion, stereotypes and respect.	Equality, protected characteristics, British Values and Brookfields partnership.
Keeping Myself Safe	Risk, medicines and drugs, unsafe situations, online safety, privacy and reporting.	Safeguarding priorities, community safety and age-appropriate digital risks.
Rights and Responsibilities	Rules, responsibilities, caring for others and the environment, money and media influence.	Pupil leadership, School Council, democracy and economic education.
Being My Best	Healthy choices, growth mindset, physical health, wellbeing and first aid.	STRIVE values, resilience, attendance and healthy routines.
Growing and Changing	Change, loss, body changes, puberty, privacy, relationships and transition.	Age-appropriate preparation for puberty and secondary transition.

5 Curriculum content

5.1 Relationships Education

By the end of primary education, pupils are taught the required content through the following connected areas:

- families and people who care for them, including the positive representation of different family arrangements
- caring friendships, loneliness, repairing relationships and managing conflict without violence
- respectful and kind relationships, boundaries, assertiveness, courtesy, self-respect, stereotypes and bullying
- online safety and awareness, including privacy, harmful contact or content, pressure, misinformation, data, age restrictions and reporting
- being safe, including bodily autonomy, privacy, appropriate and inappropriate contact, trusted adults, recognising harmful relationships, reporting concerns and persisting until heard

Pupils are taught that victims are never responsible for abuse. They learn correct anatomical vocabulary so that they can communicate clearly about health, bodies and safeguarding.

5.2 Health Education

Health Education is planned so pupils understand the relationship between physical and mental health and know when and how to seek support. By the end of primary, teaching includes:

- general wellbeing, emotions, self-regulation, loneliness, bereavement, resilience and seeking early help
- wellbeing online, including the effect of time online, social comparison, harmful content, privacy, consent, data and reliable information
- physical health and fitness, nutrition, healthy eating and the benefits of outdoor activity
- healthy routines, including sleep, dental health, personal hygiene and sun safety
- basic first aid and how to make a clear and efficient call to emergency services
- facts and risks relating to legal and illegal harmful substances, including medicines, smoking, vaping, alcohol and drugs
- health prevention, allergies where relevant, immunisation and vaccination, and recognising when help is needed

- the changing adolescent body, including puberty, correct names for external body parts, menstruation and managing physical and emotional changes

Puberty and menstruation are taught before pupils are likely to experience them. Practical, sensitive arrangements support pupils who menstruate, including access to period products and trusted adults.

5.3 Economic wellbeing and citizenship

The PSHE programme also develops age-appropriate understanding of money, needs and wants, saving and spending, value, enterprise, jobs and aspirations, online commercial influence, gambling-related risk, rights and responsibilities, community participation and democratic decision-making. This work is reinforced through School Council, pupil leadership, careers and aspiration activities, enrichment and the wider curriculum.

5.4 Primary Sex Education

Hallwood Park provides a limited programme of non-statutory Sex Education in Year 6 to support pupils' safety and transition to secondary school. Parents are informed in advance of the timing and content. The planned content is factual, age-appropriate and may include how a baby is conceived, pregnancy, birth and IVF, within a context of caring relationships, respect and responsibility. Delivery may be supported by the school nursing team, but the school remains responsible for the curriculum and materials.

Teaching about puberty, menstruation, correct anatomical names, bodily boundaries and content required through Relationships Education, Health Education or national curriculum science is not classified by the school as withdrawable Sex Education. The Headteacher determines whether particular content falls within statutory or non-statutory provision, having regard to this policy and DfE guidance.

5.5 Phase expectations

Phase	Curriculum emphasis
Two-year-olds and Nursery	Secure relationships, naming feelings, turn-taking, self-care, safe and unsafe experiences, personal boundaries and identifying trusted adults through planned play, routines and responsive interaction.
Reception	Building relationships, managing self, emotional vocabulary, healthy routines, privacy, safety, difference and help-seeking, taught through the EYFS curriculum and SCARF-aligned provision.
Years 1 and 2	Families and friendships, kindness, feelings, correct body-part names, privacy, appropriate touch, simple online and offline safety, medicines, healthy choices and who can help.
Years 3 and 4	Relationship skills, respect and stereotypes, assertiveness and boundaries, bullying, digital footprints and harmful contact, risk assessment, wellbeing, first aid and early preparation for body changes.
Years 5 and 6	More complex friendships and conflict, equality and discrimination, pressure and consent in everyday contexts, online manipulation and image sharing risks, mental and physical health, substances, puberty, menstruation, transition and Year 6 Sex Education.

6 Teaching and learning

PSHE is normally taught weekly by class teachers. Content may also be taught through assemblies, science, computing, PE, pastoral provision and planned thematic work. Lessons use explicit vocabulary,

retrieval, modelling, discussion, stories, scenarios, role play, reflection and carefully managed questions. Teachers establish or revisit ground rules before sensitive content. Ground rules include listening respectfully, not asking personal questions, using agreed vocabulary, allowing pupils to pass on contributing, and understanding that adults cannot promise confidentiality.

Teachers use distancing techniques so pupils can explore situations without being asked to disclose personal experiences. They correct misinformation calmly and use medically and scientifically accurate information from reliable sources. Teaching is positive and avoids language that could normalise harmful behaviour, enforce gender stereotypes or stigmatise pupils.

7 Inclusion equality and accessibility

Teaching must be accessible to every pupil and must not discriminate or amount to harassment. Staff comply with the Equality Act 2010 and foster respect for people with all protected characteristics. Different families, including single-parent, same-sex-parent, kinship, adoptive, foster and grandparent-led families, are represented positively and without implying that one family form is preferable.

For pupils with SEND, staff identify barriers and make reasonable adjustments. These may include pre-teaching vocabulary, visual supports, reduced language load, concrete examples, repetition, additional processing time, smaller groups, adapted resources, explicit teaching of social situations and liaison with the SENCo, families and relevant professionals. High expectations remain in place, while content and delivery are matched to developmental need and vulnerability.

Teaching is sensitive to religious and cultural backgrounds while remaining compliant with statutory requirements and equality law. Pupils learn the facts and law about biological sex and gender reassignment at an age-appropriate level. Contested views are not presented as settled fact, gender stereotypes are not reinforced, and all pupils are treated with dignity and respect.

8 Safeguarding confidentiality and disclosures

PSHE and RSHE are part of the school's preventative safeguarding curriculum. Teaching helps pupils recognise emotional, physical and sexual abuse, harmful behaviour, exploitation, unsafe contact and online risks, and gives them the vocabulary and confidence to report concerns.

- Staff must never promise confidentiality.
- A pupil may speak privately to a trusted adult, but information that suggests a risk of harm must be passed promptly to the Designated Safeguarding Lead or a deputy in line with the Child Protection and Safeguarding Policy.
- Questions, comments, drawings, behaviour or disclosures that raise concern are recorded and acted upon using school safeguarding procedures.
- If a pupil appears distressed, staff offer appropriate support without conducting an investigation or asking leading questions.
- Parents are usually informed where appropriate, unless doing so could increase risk to the child or conflict with safeguarding advice.

9 Managing questions

Pupils are encouraged to ask questions. Staff answer honestly, factually and in language suitable for the class. Anonymous question boxes may be used for sensitive units. A teacher may defer a question when it is outside the planned curriculum, not suitable for the age or development of the group, personal, likely to cause harm, or requires consultation with the PSHE Lead or DSL. The teacher will explain that the question cannot be answered in that setting and, where appropriate, arrange a safe individual response or advise the pupil to speak with a parent or trusted adult.

If a pupil asks about non-statutory Sex Education from which they have been withdrawn, staff do not provide that teaching in the lesson but ensure the pupil receives an appropriate safeguarding response to any concern and is not shamed or left with dangerous misinformation.

10 Parents carers and access to materials

The school recognises parents and carers as the first educators of their children. It proactively consults them when developing and reviewing this policy and informs them about planned RSHE content, particularly before Year 6 Sex Education or any significant response to an emerging local issue that departs from the published programme.

Parents may request to view all curriculum materials used for RSHE. The school will respond positively and arrange access through the school office, a meeting, presentation or secure means that respects copyright. Copyright will not be used as a reason to refuse access. Parents may discuss concerns with the class teacher, PSHE Lead or Headteacher. Consultation does not give parents a veto over statutory curriculum content.

11 Right to request withdrawal

There is no right to withdraw a pupil from Relationships Education, Health Education or national curriculum science. A parent may request withdrawal from some or all of the school's non-statutory primary Sex Education.

1. The parent should write to the Headteacher through admin@hallwood.set.org, identifying the requested withdrawal.
2. The Headteacher will offer a discussion to explain the nature and purpose of the curriculum, listen to concerns and consider the possible social, emotional and educational effects of withdrawal. The pupil may be involved where appropriate.
3. For primary non-statutory Sex Education, the Headteacher will grant the request. The discussion and decision will be recorded.
4. The school will tell relevant staff discreetly and provide appropriate, purposeful education for the pupil during the withdrawn content.
5. Withdrawal does not apply to content required through Relationships Education, Health Education or national curriculum science, including relevant teaching about puberty, menstruation, body parts and safeguarding.

12 External visitors and resources

External visitors may enhance teaching but do not replace it. Before a visit, the responsible leader checks the provider's identity, credentials, suitability and safeguarding arrangements; reviews the lesson plan and every resource; confirms how questions and disclosures will be managed; ensures content is age-appropriate, impartial, accessible and consistent with this policy; and informs or consults parents where appropriate. A member of school staff remains present and retains responsibility for the lesson.

The school will not agree to contractual terms that prevent parents from viewing materials used with their children. Resources are selected for accuracy, quality, accessibility, inclusivity, sensitivity to pupils' circumstances and alignment with the planned curriculum. Staff do not use resources that promote illegal activity, harmful products, misinformation or a strongly partisan position on a contested issue.

13 Roles and responsibilities

Role	Responsibilities
Academy Council	Approve and review the policy; assure compliance with statutory duties; ensure the curriculum and resources align with guidance; monitor progress and accessibility, including for SEND; and ensure parents receive clear information.
Headteacher	Ensure implementation, staffing, training, safeguarding and resourcing; decide withdrawal requests; maintain openness with parents; and report to governors.

Role	Responsibilities
PSHE and RSHE Lead	Maintain the curriculum map and policy; support and train staff; review materials; monitor teaching, assessment and pupil experience; analyse need; coordinate consultation; and report impact and priorities.
Designated Safeguarding Lead	Use safeguarding intelligence to inform curriculum priorities; advise on sensitive or emerging risks; support staff with disclosures and referrals; and quality-assure preventative safeguarding content.
SENCo	Support accessibility, reasonable adjustments and appropriate sequencing for pupils with SEND; advise staff and liaise with families and professionals.
Teachers and other staff	Teach the agreed curriculum faithfully and sensitively; establish safe learning conditions; adapt without removing ambition; assess learning; answer questions appropriately; and follow safeguarding procedures.
Pupils	Engage respectfully, follow lesson ground rules, consider different perspectives, ask for help and contribute views about the curriculum.
Parents and carers	Engage with consultation and information, raise questions constructively, support learning at home and use the formal withdrawal process where applicable.

14 Assessment monitoring and evaluation

Assessment identifies what pupils know, understand and can apply; it does not assess personal beliefs, family circumstances or private experience. Teachers use SCARF baseline and end-point activities, “I can” statements, discussion, work, scenarios, retrieval and pupil reflection. Assessment informs teaching and support.

The PSHE Lead monitors curriculum coverage, sequencing, teaching, work and assessment, including through planning review, learning visits, pupil voice and staff discussion. Leaders consider participation, behaviour and safeguarding trends, attendance, pastoral information and School Council feedback alongside curriculum evidence. Safeguarding information is used proportionately and without identifying pupils unnecessarily. Findings inform curriculum adaptations, professional development and reporting to the Academy Council.

The DSL and PSHE Lead review safeguarding and contextual information at least termly so that additional teaching can respond to emerging needs such as online harm, harmful influences, community safety, relationships, mental health or risk-taking. Any material change from the published programme is communicated to parents in advance where practicable.

15 Staff training and support

Staff receive induction and ongoing development appropriate to their role. This includes SCARF, safeguarding and disclosures, inclusive practice and SEND, mental health and emotional regulation, online safety, equality, handling sensitive questions, accurate vocabulary and any emerging local priorities. Staff who are not confident to teach particular content seek support from the PSHE Lead before the lesson. Relevant training and its impact are recorded through school professional-development processes.

16 Complaints

Questions or concerns should normally be raised first with the class teacher or PSHE Lead and may then be referred to the Headteacher. Formal complaints are handled under the school's Complaints Policy. Safeguarding concerns must be raised immediately through safeguarding procedures rather than delayed by the complaints process.

17 Policy approval publication and review

This policy was developed using DfE statutory guidance, the SCARF curriculum, safeguarding information and the views of staff, pupils, parents and governors. It is approved by the Academy Council, published on the school website and available free of charge on request. It is reviewed annually and sooner if statutory guidance, legislation, safeguarding patterns or the school curriculum changes materially.

18 Linked school policies and documents

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy
- Equality Information and Objectives
- SEND Policy and SEN Information Report
- Teaching and Learning Policy
- Science and Computing curriculum documentation
- Complaints Policy
- SCARF long-term curriculum overview and lesson materials

19 Authoritative references

DfE statutory guidance on Relationships Education RSE and Health Education:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Equality Act 2010 guidance for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

National curriculum in England: <https://www.gov.uk/government/collections/national-curriculum>

SCARF curriculum information: <https://www.coramlifeeducation.org.uk/scarf>