Harehills Primary School

Learn, Laugh and Love

PSHE and RSE Policy

Approved by:	Nick Long	**Policy Date:** October 2026
Last reviewed on:	October 2026	**Next review due by:** October 2027
Staff Responsible:	Catherine McMullen	

1. Introduction

Harehills Primary School prioritises its responsibility to provide relevant and effective PSHE education in order to fully prepare children for life in modern Britain and indeed the world. Our PSHE curriculum reflects our children, their families and our diverse community. We aim to equip pupils with the knowledge and skills necessary to make safe, informed decisions and to live happy, healthy lives.

2. Statutory regulations and guidance

Our approach has due regard to The Equality Act 2010 which states that it is against the law to discriminate against others, and includes the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

Our policy and practice is also based upon the DfE statutory guidance: Relationships Education, Relationships and Sex education (RSE) and Health Education, July 2025 and guidance from the PSHE association.

PSHE including RSE) forms [art of our statutory responsibility to safeguard pupils and we have therefore developed our approach in line with guidance from Keeping Children Safe in Education 2026.

3 The Curriculum

The primary PSHE education curriculum provides the building blocks for later learning in secondary school and is based on teaching about families, friendships, money and careers, staying safe and being healthy.

Relationships and Health Education are statutory elements of the curriculum, which the school has a duty to teach:

- **Relationships Education** includes learning what a positive relationship is, about friendships, and what family means. Pupils are taught how to treat each other with kindness, consideration and respect, including online. They learn who to go to and how to ask for help if they have worries or concerns.
- **Health Education** includes teaching about physical health and mental wellbeing, how one supports the other, and the importance of a balanced lifestyle. Pupils are taught about the different ways they can care for themselves on a daily basis. Pupils learn to discuss different feelings and emotions, and who can help them with their health and wellbeing.

Through our PSHE education curriculum pupils will learn:

- how to be healthy - pupils will explore how to make positive choices for health, how to support their emotional, social and mental wellbeing, understand a range of feelings, and how the choices they make can have long-term consequences on their lifestyle.
- how to stay safe - pupils will explore how to identify and minimise risk, how to make informed, responsible and safe choices; how to voice their opinions, and how to resist unhealthy peer pressure.
- how to enjoy and achieve - pupils will explore how to appreciate their skills, achievements and potential in order to set personal goals and achieve their best.
- how to make a positive contribution - pupils will explore the different roles that people play in a community; how they can contribute to their own school and wider community.

- how to achieve economic wellbeing - pupils will explore how to manage money and the qualities and skills needed for adult working life.
- how to maintain positive friendships - they will explore the importance of friendship, identify the traits of healthy and unhealthy relationships; recognise appropriate and inappropriate boundaries.

We do not currently teach any **Sex education** content. This is under review during this academic year with plans to introduce lessons on how a baby is conceived and born for year 6 pupils from September 2027.

4. Curriculum organisation

Our carefully planned programme of PSHE ensures a progression of knowledge and skills across all year groups. Our PSHE programme is delivered using our bespoke Harehills scheme of work. This has been written using the 'You, Me & PSHE' scheme of work and materials and guidance from the PSHE Association. As PSHE is a subject which is constantly evolving, we pride ourselves on keeping up to date with the most recent resources available which allows us to respond to and tackle the most up to the minute issues which affect our school community and wider world. In order to best engage all learners, the curriculum has been carefully considered to meet pupils' needs and enable them to develop confidence in talking, listening and thinking about issues surrounding the subject. An overview of our curriculum, including the themes, key questions and content that pupils will learn in each year group can be viewed in the **appendix**.

5. Teaching and Learning

School staff, who know the pupils well, teach PSHE education. Staff receive training and support to help them teach PSHE education well. Before teaching PSHE education lessons, ground rules are agreed between the pupils and teaching staff, as part of ensuring a safe and positive learning environment. Limits of confidentiality are agreed, including that pupils are aware that teachers may pass on concerns if deemed necessary. Teachers plan structured lessons, which also include finding out pupils' starting points and reviewing the development of their learning over time. Teaching strategies include pupils working in pairs or groups. Examples of learning and progress is recorded in the class PSHE floor book. Pupils 'questions are welcomed in PSHE education lessons and are handled with sensitivity, and in consideration of age-appropriateness. Distancing techniques are also used such as stories or characters and scenarios.

The PSHE education subject leader (also a member of the senior leadership team), is responsible for reviewing and evaluating the curriculum, monitoring the quality of teaching and supporting staff to teach PSHE education effectively.

Special educational needs and disabilities (SEND). Children identified as having special education needs may need adaptations to PSHE education curriculum delivery so they are able to access the learning in a developmentally appropriate way. The school will liaise with relevant staff and parents regarding individual needs.

6. Support beyond lessons

Our class teachers and learning mentors offer additional support for pupils if they have questions, concerns, or worries. Pupils know whom to approach for support. Staff will deal with these matters sensitively.

7. The role of parents

PSHE education is most effective when there is a partnership between home and school. We recognise and encourage parents to have conversations on PSHE education topics with their children at home. We support parents by making our curriculum overview available on the school website so parents can be aware of the topics their child/children will be learning about. Before we teach naming body parts and the NSPCC PANTS Underwear Rule (Year 2), puberty (Year 4, 5 and 6), we invite parents into school to look at the teaching resources and speak to teachers. The aim of this is to help parents understand what will be taught and to support their child's learning at home.

5. Policy development

This policy has been developed by the PSHE Subject Leader following guidance from the PSHE Association. In the development of this policy, we have consulted with pupils, parents and staff. The policy is approved by school governors. This policy will be reviewed each year.

Appendix

Whole School Curriculum Overview for PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Making friends: playing and learning together	Mental Health and Wellbeing	Me, my friends and belonging	Mental Health and Wellbeing	Safe connections	Mental health and wellbeing
Autumn 2	Mental Health and Wellbeing	Keeping safe online	Mental Health and Wellbeing	Exploring ways to manage risk	Friendships, stereotypes and bullying	Growing and Changing: Puberty and growing up FGM
Spring 1	Celebrating me, you and our families	Money and work	Building healthy habits	Forming respectful relationships	Respecting boundaries	Managing money and spending online
Spring 2	Safety at home	Keeping safe outside the home	Making online choices	Money matters and news literacy	Growing and changing: Physical and emotional changes in puberty Alright Charlie	Drug education: assessing risk &managing influences
Summer 1	Being healthy	Growing and changing: Me, my body and keeping safe* Looking back and moving on	Keeping safe out and about	Families and goring together	Embedding healthy habits and learning first aid	Developing our understanding of AI
Summer 2	Showing kindness to ourselves and others		Looking out for each other	Growing and changing: Me, my body and growing up	Positively engaging with our world	Looking to the future

Also see MindMate Curriculum Overview

Regular focus across the half term: Zones of Regulation / Mindfulness