

Harrow Lodge Primary School



PSHE/RSHE POLICY

REVIEWED:	Summer 2026
EFFECTIVE PERIOD:	Autumn 2026 – Autumn 2029
DUE FOR REVIEW:	Summer 2029
RESPONSIBLE PERSON:	MISS N BEDNARCZUK
SIGNED BY CHAIR OF GOVERNORS:	

RELATED SCHOOL POLICIES:

Anti-Bullying, Behaviour, British Values, Child on Child Abuse, Computing, Curriculum, Drugs, Equality Information and Objectives, Mental Health and Wellbeing, Online Safety, PE, Relationships and Sex (RSE), Safeguarding and Child Protection, Science, SEND, SMSC

1. Introduction

At Harrow Lodge Primary School, Personal, Social, Health, Economic, Relationships and Sex Education (PSHE/RSHE) equips pupils with the knowledge, skills and values they need to become confident, healthy, respectful and responsible members of society. Through a broad, progressive curriculum, pupils develop the skills to make informed decisions, build positive relationships and prepare for life in modern Britain.

Our curriculum reflects our school values of **Respect, Empathy, Aspiration, Confidence and Honesty**, promoting emotional wellbeing, resilience, inclusion and mutual respect. Learning is embedded across the curriculum and wider school life.

This policy outlines our school's approach to delivering PSHE/RSHE, including our statutory responsibilities and our provision for non-statutory elements of the curriculum.

2. Statutory Requirements

This policy has been developed in accordance with the following legislation and guidance from the Department for Education:

- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Relationships Education, Relationships and Sex Education and Health Education
- National Curriculum for England
- SEND Code of Practice

Relationships Education and Health Education are statutory in all primary schools. Primary schools are not required to teach Sex Education beyond that contained within the National Curriculum for Science. However, Harrow Lodge Primary School chooses to provide age-appropriate Sex Education to support pupils' understanding of human development, and to prepare them for puberty, adolescence and adult life. Parent/carers are able to withdraw their child from the non-statutory elements of Sex Education.

3. Intent, Aims and Objectives

At Harrow Lodge Primary School, our PSHE/RSHE curriculum equips pupils with the knowledge, understanding, skills and values they need to lead healthy, safe and fulfilling lives. Through a broad, progressive and inclusive curriculum, we aim to develop confident, resilient and responsible young people who are well prepared for life in modern Britain.

Our curriculum enables pupils to:

- develop self-esteem, confidence, resilience and emotional wellbeing;
- build positive, respectful and healthy relationships;
- understand and respect diversity, equality and different family structures;
- communicate effectively, manage conflict appropriately and seek help when needed;
- notice and respond to unsafe situations, including bullying, discrimination and online risks;
- make informed choices about their physical health, mental wellbeing and personal safety;
- understand the physical and emotional changes associated with growing up;
- become responsible citizens who contribute positively to their school and wider community.

Learning is carefully sequenced to build knowledge and skills progressively, meeting statutory requirements while responding to the needs of our pupils and school community.

4. Curriculum Organisation

PSHE/RSHE is taught through a planned, progressive curriculum using the **Jigsaw** programme, supplemented by additional resources where appropriate. Learning also takes place through cross-curricular links, assemblies, themed events, visitors and the wider life of the school.

Key curriculum areas:

- Being Me in My World
- Celebrating Difference
- Relationships
- Healthy Me
- Changing Me
- Dreams and Goals

5. Relationships Education

Relationships Education is statutory and forms a central part of our PSHE/RSHE curriculum. Parents/carers are unable to withdraw their child from Relationships Education.

Key focuses:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

For more detailed information about Relationships Education, see the guidance from the Department for Education on the DfE website:

Relationships Education, Relationships and Sex Education and Health Education (2025)

6. Health Education

Health Education equips pupils with the knowledge, understanding and skills to make informed decisions about their physical health, mental wellbeing and personal safety. Parents/carers are unable to withdraw their child from Health Education.

Key focuses:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

For more detailed information about Health Education, see the guidance from the Department for Education on the DfE website:

Relationships Education, Relationships and Sex Education and Health Education (July, 2025)

7. Sex Education

Although Sex Education is not statutory in primary schools, we believe that age-appropriate teaching helps to prepare pupils for puberty, adolescence and later life.

Pupils are taught about human reproduction in Years 5 and 6, building on the statutory Science curriculum. Lessons are delivered sensitively and are appropriate to pupils' age and stage of development.

Parents/carers are able to withdraw their child from the non-statutory Sex Education lessons that are part of our PSHE/RSHE curriculum. However, they are unable to withdraw their child from the statutory National Curriculum for Science, through which pupils will still learn about the biological aspects of human reproduction, including life cycles, reproduction in plants and animals, puberty and the physical changes associated with growing up. The school's non-statutory Sex Education lessons simply build on this statutory learning from Science.

Requests for withdrawal should be made to the Head Teacher.

Before the teaching of sensitive topic areas, staff are trained in advance to ensure that what is discussed and shown to the children is at a developmental and age-appropriate level. Scientific diagrams are shown that are child-friendly and not explicit, particularly in relation to human reproduction. Pupils are taught the scientific facts, with no mention of sexual pleasure. Pupils are guided to write sensitive, personal questions down for teachers to discuss with them privately, and are told that they can 'ask their parents' or 'you will learn more about that when you are older' if questions asked are too advanced.

*For more detailed information about the **National Science Curriculum**, see the guidance on the DfE website.*

8. Safeguarding

PSHE/RSHE plays a vital role in safeguarding by helping pupils to recognise risks, develop healthy relationships, stay safe online and offline, and know how and where to seek help.

PSHE/RSHE lessons may provide opportunities for pupils to share concerns or make disclosures. Any safeguarding concerns will be managed in accordance with our school's **Safeguarding and Child Protection Policy**.

9. Equality, Inclusion and SEND

Harrow Lodge Primary School is committed to providing an inclusive PSHE/RSHE curriculum that reflects the requirements of the **Equality Act 2010** and promotes respect and inclusion for all.

Teaching is adapted where appropriate to ensure all pupils, including those with Special Educational Needs and Disabilities (SEND), can access learning at a developmentally appropriate level.

10. Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, PSHE/RSHE is delivered primarily through **Personal, Social and Emotional Development (PSED)** and supports children in developing:

- Self-regulation

- Managing self
- Building relationships

Learning is embedded within everyday experiences and prepares children for future learning across the curriculum.

11. Spiritual, Moral, Social and Cultural Development (SMSC)

PSHE/RSHE makes a significant contribution to pupils' SMSC development by promoting respect, responsibility, resilience, empathy and an appreciation of diversity. It also supports the promotion of British Values and prepares pupils for life in modern Britain.

12. Resources

Teaching is supported by a range of high-quality resources, including:

- Jigsaw PSHE
- Ben Kinsella Trust
- Money Heroes
- PSHE Association
- Twinkl
- Carefully selected books, videos and online resources
- Age-appropriate resources to support the teaching of puberty

13. Assessment

Assessment is ongoing and informed through teachers' professional judgement, pupil voice, learning outcomes and pupils' attitudes and behaviours across school life.

14. Communication with Parents/Carers

We recognise that parents/carers are children's first educators and value the important role they play in supporting their child's personal development.

Information about the PSHE/RSHE curriculum is shared through the school website, Parent Mail and curriculum information. Parents and carers are welcome to view teaching materials or discuss any aspect of the curriculum with the PSHE/RSHE Lead or the Head Teacher.

15. Monitoring and Review Arrangements

The PSHE/RSHE Lead monitors the quality of teaching and learning through learning walks, lesson observations, planning scrutiny, book scrutiny, pupil voice, staff discussions and ongoing professional development.

This policy is reviewed annually by the PSHE/RSHE Lead and approved by the Head Teacher and Governing Body to ensure it remains compliant with statutory guidance and continues to meet the needs of our pupils and school community.

For further information, please contact the school office and ask to speak to the **PSHE/RSHE Lead** or the **Head Teacher**.

APPENDIX 1

RSHE School Consultation 2026

In school, consultation has taken place with the following groups to prepare for the implementation of the updated RSHE statutory guidance outlined by the DfE that is embedded within our PSHE/RSHE curriculum from September 2026:

Parents/Carers	School Staff	School Governors
Face-to-face parent/carer consultations were conducted on 06.05.26 to share the RSHE content and to outline how it will be shared with parents/carers moving forward. The RSHE content was emailed via Parent Mail on 13.05.26 for parents/carers to access who were unable to attend the face-to-face consultations. Online parent/carer surveys were sent out on 14.05.26 to gain feedback and thoughts about the RSHE content. Information about the RSHE content was translated into five different languages and sent to various EAL families via Parent Mail on 24.06.26.	A consultation CPD session took place with teaching staff on 20.05.26 to share the RSHE content and to discuss slight tweaks being made to our PSHE curriculum in light of the updated DfE guidance. Online teacher surveys were sent out on 22.05.26 to gain feedback and thoughts about the RSHE content, and to explore any further CPD sessions that may need to be conducted in the future to help to assist with teaching any areas of RSHE within PSHE. The RSHE content was shared with support staff on 01.07.26 and they were offered to email or receive face-to-face drop-ins to discuss any thoughts or questions.	An email was sent to our Governing Body on 05.06.26 to share information about the updated DfE statutory requirements for RSHE. This information was shared in more detail in a face-to-face Governors meeting on 06.05.26, whereby the content was outlined and questions could be asked. This policy was shared with Governors on 01.07.26 to ratify it. After approval was given, it was shared with staff and parents were informed about where they could find it on our school website.

Here are some comments that were shared by some of the pupils about PSHE/RSHE at Harrow Lodge Primary School during the consultation period:

"It's a fun way of teaching you about life lessons and I gain knowledge about how to be helped now, and in the future, to keep me feeling safe and prepared."

"It (PSHE/RSHE) helps me with life skills and prepares me for the future. It can teach me things that I never knew before that are in real life that I may face one day."

"In lessons, I'm in a safe space where I can talk about anything that is bothering me."

"I learn how to keep safe online and I like the input of these lessons as they help me to keep myself safe as I play online at home a lot. I know how to block people, how to report them and I can always tell a trusted adult if I am worried about anything."

"I like learning about First Aid because if anyone gets hurt, I can help them and it's very useful so that you can help people."

APPENDIX 2 Coverage of Sensitive Topic Areas within PSHE/RSHE

Year Group	Topic	Key Objectives
EYFS	Life Cycles <i>Statutory</i>	Understand the order and processes of different life cycles. For example, an egg develops to a chicken whilst a baby transforms to an adult.
	Body Parts <i>Statutory</i>	Know that parts of our bodies are 'private' and should be hidden. <i>Terms used: penis, testicles, vagina, bottom, nipples.</i>
1	Life Cycles <i>Statutory</i>	Recap the order and processes of different life cycles. For example, a baby transforms to an adult. Understand how children change as they grow, both in appearance and with learning new things.
	Body Parts <i>Statutory</i>	Know that parts of our bodies are 'private' and should be hidden. <i>Terms used: penis, testicles, vagina, vulva, anus, nipples.</i>
2	Life Cycles <i>Statutory</i>	Recap life cycles. Acknowledge different skills people can acquire at different stages of development. Know that change is a natural part of growing up.
	Body Parts <i>Statutory</i>	Recognise the physical differences between boys and girls. Appreciate that some body parts are private and our personal space should not be invaded. <i>Terms used: penis, testicles, vagina, vulva, anus, nipples.</i>
3	Unique Identities <i>Statutory</i>	Understand inherited characteristics and how humans obtain unique genes and fingerprints.
	Outside Body Changes – External Puberty <i>Statutory</i>	Identify how boys' and girls' bodies change on the outside during the growing up process linked to puberty. Recognise feelings about these changes, coping mechanisms and offers of support.
	Personal Hygiene <i>Statutory</i>	Understand the importance of personal hygiene when bodies change during puberty. Know various ways to keep bodies clean and healthy.
4	External and Internal Male and Female Body Parts <i>Statutory</i>	Know the names of internal and external parts of male and female bodies that make them physically different. <i>Terms used: penis, scrotum, testicles, urethra, sperm, vagina, vulva, ovaries, egg, womb/uterus, fallopian tube, cervix, anus, nipples.</i> <i>*There is no mention of conception.</i>

	Puberty for Girls <i>Statutory</i> Puberty for Boys <i>Statutory</i> Romantic Relationships <i>Statutory</i>	Understand the menstruation process and sanitary items that can be used to help with this. Appreciate the importance of looking after our bodies physically and emotionally. Recognise feelings about these changes, coping mechanisms and offers of support. Know what happens to boys' bodies when they go through the process of puberty. Recognise feelings about these changes, coping mechanisms and offers of support. <i>* Understand the importance of personal hygiene when bodies change during puberty. Know various ways to keep bodies clean and healthy.</i> <i>*Puberty lessons will be taught as same-sex classes so that pupils feel less self-conscious and more confident to ask questions.</i> Understand what a romantic relationship might mean, that it is a special relationship for later life. Know that romantic relationships are personal and there is no need to feel pressured into having one.
	5 Puberty for Girls <i>Statutory</i> Puberty for Boys <i>Statutory</i> Human Sexual Reproduction <i>Non-Statutory</i> Romantic	Understand the menstruation process and sanitary items that can be used to help with this. Appreciate the importance of looking after our bodies physically and emotionally. Recognise feelings about these changes, coping mechanisms and offers of support. Know what happens to boys' bodies when they go through the process of puberty. Recognise feelings about these changes, coping mechanisms and offers of support. <i>* Understand the importance of personal hygiene when bodies change during puberty. Know various ways to keep bodies clean and healthy.</i> <i>*Puberty lessons will be taught as same-sex classes so that pupils feel less self-conscious and more confident to ask questions.</i> Understand the process of sexual reproduction in humans and how a baby can be conceived. Know that sometimes people require IVF to help them to have a baby. <i>Terms used: penis, scrotum, testicles, urethra, sperm/semen, vagina, vulva, ovaries, egg, womb/uterus, fallopian tube, cervix, blastocyst, fertilization.</i> <i>*Scientific, child-friendly diagrams are shown that are not explicit. There is no mention of sexual pleasure.</i> Recognise what it means to feel attracted to someone and

	Relationships <i>Statutory</i>	that a romantic relationship is a special relationship for later life. Respect personal choices that people make with their choices of special, loving relationships. Know that romantic relationships are personal and there is no need to feel pressured into having one.
6	Puberty <i>Statutory</i> Conception to Birth <i>Non-Statutory</i> Romantic Relationships <i>Statutory</i>	Remember how girls' and boys' bodies change during puberty process, including menstruation for girls, and to comprehend the importance of looking after our bodies both physically and emotionally. Recognise feelings about these changes, coping mechanisms and offers of support. <i>* Understand the importance of personal hygiene when bodies change during puberty. Know various ways to keep bodies clean and healthy.</i> <i>*Puberty lessons will be taught as same-sex classes so that pupils feel less self-conscious and more confident to ask questions.</i> Know how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise personal feelings towards the development and birth of a baby. <i>Terms used: pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife.</i> <i>*Scientific, child-friendly diagrams are shown that are not explicit. There is no mention of sexual pleasure.</i> Recognise what it means to feel attracted to someone and that a romantic relationship is a special relationship for later life. Respect personal choices that people make with their choices of special, loving relationships. Know that romantic relationships are personal and there is no need to feel pressured into having one. Understand that respect for one another is essential in a romantic relationship and that there is no pressure to do anything that you may be asked to do that you do not feel comfortable with.

APPENDIX 3

Existing, Supporting Guidance from the Department for Education (DfE):

This policy is informed by existing, supporting DfE guidance:

- [Relationships Education, Relationships and Sex Education and Health Education](#)
- [Keeping Children Safe in Education](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#)
- [Alternative Provision](#)
- [Mental Health and Behaviour in Schools](#)
- [Preventing and Tackling Bullying](#) (including advice on cyberbullying)
- [Sexual Violence and Sexual Harassment between Children in Schools](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in Schools](#)
- [SMSC Requirements for Independent Schools](#)