

DRAFT FOR CONSULTATION

RSE & PSHE Policy

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1. Policy Statement

This policy sets out how the school will deliver Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) education in line with the Department for Education’s 2026 statutory requirements. RSHE will be factual, inclusive, age and developmentally appropriate, and taught within a safe and respectful environment. It will comply with the Equality Act (2010), Keeping Children Safe in Education (KCSIE), and current DfE guidance.

2. School-Specific Information

Field	Entry
Local Values / Ethos Statement	At Moor Park, our PSHE curriculum is central to our ethos of nurturing confident, resilient and responsible young people who are equipped to thrive both in school and in the wider world. We aim to develop the whole child-emotionally, socially, physically and morally-so they can form positive relationships, make informed choices, stay safe and contribute meaningfully to their community. Through a curriculum that promotes wellbeing, celebrates diversity, builds character and encourages children to understand the world around them, we empower pupils to problem-solve, show initiative and

	develop the self-belief needed to navigate life's challenges with confidence and integrity.
Curriculum Approach (e.g., weekly RSHE lesson / drop-down days)	<p>Our RSHE/PSHE curriculum is delivered through a combination of weekly lessons and wider whole-school provision. Children receive a dedicated 30-minute PSHE lesson each week. In addition to this, standalone sessions are delivered when specific issues or events arise that are relevant to our pupils' needs. This ensures our curriculum remains responsive, timely and closely aligned with the characteristics of our school community.</p> <p>PSHE themes are also reinforced through assemblies, which regularly address topics such as relationships, safety, wellbeing, and our school values. Throughout the year, we enhance our curriculum with themed weeks and enrichment opportunities—for example, Children's Mental Health Week, Safer Internet Week, RSE focus weeks and the Blackpool Football Club Fit2Go programme.</p>
Named RSHE Lead	Grace Whitehouse
Named Link Governor	Peter Wright
How RSHE is communicated to parents (website links, newsletters, sessions)	We communicate RSHE to parents in a range of ways to ensure they are informed and able to engage with what their children are learning. The Long

Term Plan is available for parents to view on the website. Our half-termly newsletters include updates on the content that has been taught and will be taught next half term in PSHE; we also share updates via Class Dojo. Through Dojo, we share important information with parents, including guidance on key issues such as online safety, drawing on trusted sources such as National College. For any sensitive subjects, letters are sent home in advance so parents are aware of upcoming lessons. We use our social media platforms to highlight key events, particularly when we have visitors or external workshops in school, including whole-school offers and themed awareness events or focus weeks such as Children's Mental Health Week and Relationships and Sex Education (RSE) Week. We also host 'drop-ins' from a range of services, including the School Nurse, Parent Forum and PMHW, to ensure families can access support and advice when needed. In addition, we are host a Community Event, where around 15 local services attend our Together Time session, giving parents the opportunity to meet providers, ask questions and explore the support available within our school community and across Blackpool.

3. Aims of RSE and PSHE

1. Develop knowledge, skills and attitudes for safe, respectful relationships, including understanding consent and personal boundaries.
2. Recognise and manage risk on- and offline (digital consent, data privacy, scams, monetisation, deepfakes/AI-generated content).
3. Understand physical health, mental wellbeing and emotional literacy, including help-seeking.
4. Understand puberty, reproductive and menstrual health; at secondary/post-16, cover women's health topics such as menopause and endometriosis.
5. Make safe choices regarding substances, peer influence and exploitation; know the law and how to get help.
6. Develop life skills including first aid, health protection, and digital literacy.

4. Statutory Content

All Synergy Schools will ensure their curriculum includes statutory content.

4.1 Relationships Education (Primary & Secondary)

- Families and people who care for us; diversity of families
- Friendships and respectful relationships; bullying and discrimination
- Consent and boundaries; sequential consent learning
- Online relationships and digital behaviour

4.2 Sex Education (Secondary)

- Intimate relationships, sexual health, contraception and STIs
- Pregnancy choices and where to seek support
- Law relating to sex, relationships and images
- Addressing harmful narratives (e.g., misogyny, incel culture)

4.3 Health Education

- Mental wellbeing, emotional regulation and resilience
- Physical health, fitness and healthy eating

- Risk behaviours: smoking, alcohol, vaping and drugs
- Health protection: vaccinations, dental health, hygiene, sleep and sun safety
- Online safety: AI/deepfakes, fraud, scams, digital consent and data privacy
- Basic and age-appropriate first aid

4.4 SEND RSHE Requirements

- Adaptations including visuals/symbols, modelling, overlearning and personalised pacing
- Explicit teaching of boundaries, body autonomy and safe choices
- Accessible communication and assessment methods

5. Curriculum Design

All Synergy Schools will:

- Embed safeguarding content and cross-curricular links (Science, Computing, PE, RE).
- Use high-quality, evidence-informed resources (e.g., PSHE Association-aligned, POL-Ed, NHS/public health).

At Moor Park, the PSHE curriculum is carefully sequenced from EYFS to Year 6 to ensure that key themes are revisited and built upon over time, enabling pupils to deepen their understanding as they progress through school. Learning is structured around a series of half-termly themes: wellbeing, keeping safe, understanding the world and the law, relationships, online safety and Relationships and Sex Education (RSE). These themes provide a clear framework for lesson planning and ensure full coverage of statutory content.

While these themes form the core of planned learning, the curriculum is also designed to be responsive. Staff adapt content in response to emerging needs, pupil voice and local or national issues to ensure learning remains relevant and meaningful.

PSHE is further strengthened through purposeful cross-curricular links, particularly within Science, Computing, RE and PE, allowing pupils to apply their learning in a range of contexts.

We predominantly use POL-Ed as our core teaching resource, supported by materials from the PSHE Association, St John Ambulance, and other trusted health and education providers. These high-quality, evidence-informed resources ensure that content is accurate, age-appropriate and aligned with statutory guidance.

6. Teaching and Learning

All Synergy Schools will teach content through:

- Discrete RSHE/PSHE lessons complemented by assemblies, theme weeks and enrichment.
- Trauma-informed and inclusive pedagogy; safe-space protocols and accurate, inclusive language.
- SEND adaptations and reasonable adjustments as standard practice.

At Moor Park, PSHE is delivered through a flexible and inclusive approach that extends beyond discrete lessons and reflects the lived experiences of our pupils.

Whilst PSHE lessons are taught weekly and are structured around the school's half-termly themes (wellbeing, keeping safe, understanding the world and the law, relationships, online safety and RSE), teaching is not limited to these sessions. Responsive lessons and assemblies are regularly delivered to address real-life events, safeguarding concerns, or issues arising within the school or wider community, ensuring learning is timely and relevant.

Teaching is primarily discussion-based, with a strong emphasis on oracy. Pupils are encouraged to engage in whole-class and partner discussions,

explore different viewpoints and develop their ability to articulate thoughts respectfully. Teachers use questioning and structured talk strategies to deepen understanding and promote critical thinking.

A trauma-informed and inclusive approach underpins all delivery. Safe-space protocols, including agreed ground rules and the use of question boxes, ensure that pupils feel secure, respected and able to participate appropriately. SEND adaptations and reasonable adjustments form part of our universal offer and are embedded as standard practice, ensuring all learners can access and engage with PSHE content meaningfully. Learning is further enriched through the use of external visitors, such as the school nurse, emergency services and community organisations, who provide real world context and reinforce key messages around safety, relationships, health and wellbeing.

7. Safeguarding and Handling Sensitive Issues

All Synergy Schools will:

- Follow school safeguarding procedures for disclosures; do not promise confidentiality.
- Signpost pupils to appropriate internal and external support.
- Ensure teaching does not stigmatise individuals or groups and complies with the Equality Act (2010).

[Child Protection and Safeguarding Policy 2025](#)

8. Parental Engagement and Consultation

All Synergy Schools will:

- Publish policy and curriculum overviews; provide parent information sessions prior to sensitive units.
- Explain the right to withdraw from non-statutory sex education only and provide alternative meaningful education.
- Establish feedback loop for parents and carers.

School-specific parent engagement plan:

LTP on website (in line with the Department for Education's 2026 statutory requirements)

PSHE on newsletters

Letters sent out before sensitive topics eg drugs or RSE, PSHE policy shared on website.

Use of Social Media to share learning

Contact with parents (as appropriate) linked to any local contextual topics that may be addressed in response to need

9. Assessment and Monitoring

All Synergy Schools will:

- Assess understanding, application and personal development using age-appropriate methods.
- Use pupil voice, work samples/portfolios and lesson observations to evaluate impact.
- Participate in the Trust RSE QA cycle and act on findings.

10. Staff Training

All Synergy staff will:

- Safeguarding boundaries in RSHE; managing sensitive discussions.
- Online safety (including AI/deepfakes), women's health, harmful sexual behaviours.
- SEND RSHE adaptations and first aid teaching competence.

School-specific training programme:

The school is committed to ensuring that all staff delivering RSHE are appropriately trained and supported to manage sensitive subject matter effectively. Staff access high-quality professional development through nationally recognised providers, including The National College. This includes training on key safeguarding areas such as child protection, female genital mutilation (FGM) and other relevant courses.

Safeguarding remains a priority across the curriculum and is reinforced through regular whole-school practice. Staff receive weekly safeguarding briefings from the Designated Safeguarding Lead (DSL), which ensure ongoing awareness of current issues, local concerns and statutory guidance.

11. Roles & Responsibilities

Trust Level

- DCEO / Executive Team: Strategic oversight and compliance.
- School RSE/PSHE Lead: Policy, curriculum, CPD and QA.
- School SENDCo: SEND adaptations and guidance.

School Level

- Headteacher: Ensures statutory compliance and resourcing.
- DSL/Deputies: Safeguarding oversight and staff advice.
- Governors: Monitor policy implementation and impact.
- PSHE/RSE Subject Lead: To ensure consistent delivery of subject.

12. Inclusion and Equalities

All Synergy School Leaders will:

- Ensure content reflects diversity of families, identities and beliefs.
- Ensure staff avoid stereotypes and discriminatory language; challenge prejudice-based behaviour.
- Provide accessible formats for SEND and EAL learners.

13. Policy Review

- This policy will be reviewed annually or sooner if guidance changes.
- Following parental consultation and as part of Trust QA and governor scrutiny.

Appendices

Appendix A - School RSHE Curriculum Map

PSHE Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Relationships How can I be a good friend? How can I make other children feel happy? How can I play nicely with others? How can adults at school help me?	Keeping safe How can I play safely? How can I keep safe at school? How can I keep safe at home?	Internet Safety In line with online safety day bespoke week planned each year with computing lead	Understand the World/Law What are rules? What are consequences? What can I do if I'm feeling big emotions? Who are the police and how do they help us?	Wellbeing How can I be a germ buster? How does exercise help me? How does food help me?	RSE Week To recognise the importance of friendship To recognise the importance of saying sorry To recognise that all families are different
Year 1	Relationships Why are safe hands important? What is bullying? How can I be an ally? How can I make friends? Why is name calling unkind? What if my friends are making me feel sad?	Keeping safe How can I use things at home safely? What is private information? Who are my trusted adults? How can I keep safe in new places? How can I speak up? What is 999? St John's first aid lesson- calling for help	Internet Safety In line with online safety day bespoke week planned each year with computing lead	Understand the World/Law How can I be responsible? What can happen when rules are broken? What do the police do? Why have different rules in different places?	Wellbeing How can I be an empathy expert? How can I share my feelings? What do feelings feel like? What makes me special? PSHE Association- the importance of handwashing	RSE WEEK To understand that we are all different but can still be friends To discuss how children grow and change To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe
Year 2	Relationships How do I share family worries? How are we the same? How are we different? How can I work with different people? What is a family? Why are relationships important?	Keeping safe What are different types of meetings? What are medicines? What are private body parts? What is fire safety? How can I keep safe online? St John's first aid lesson- allergies PSHE Association- Rail safety	Internet Safety In line with online safety day bespoke week planned each year with computing lead	Understand the World/Law What are needs and wants? What is a job? What is money? What is the internet? Why does age matter?	Wellbeing How can I deal with change? How can I look after my body? What are the risks of video gaming? What does it mean to be healthy? When do I need to take a break? Why is sleep important?	RSE WEEK To introduce the concept of gender stereotypes To identify differences between males and females To explore some of the differences between males and females and to understand how this is part of the lifecycle To focus on sexual difference and name body parts

Year 3	Relationships What do we mean by consent in friendships? What is bullying? How should we treat people? What can I do when friendships go wrong? Who are my key people?	Keeping safe What do we mean by risk? What are emergency services? How can I share my worries? What are emergency situations? When should I break a secret? St John's first aid lesson- Asthma	Internet Safety In line with online safety day- bespoke week planned each year with computing lead	Understand the World/Law How do we enforce the law? How can I be a responsible citizen? What is the law and why do we have it? What are children's rights?	Wellbeing How can intense feelings feel? How can vaccinations support our health? How does school help me? What am I good at? What is mental health? What words can I use to talk about my feelings? PSHE Association- Dental hygiene: How can I look after my teeth?	RSE WEEK To identify that people are unique and to respect those differences To explore the differences between male and female bodies To consider appropriate and inappropriate physical contact and consent To explore different types of families and who to go to for help and support
Year 4	Relationships What is discrimination? How can we be role models? What is a healthy friendship? What is diversity? What is peer influence? Who makes up my community?	Keeping safe How can we keep safe on the road? How can I keep safe in my local area? What are hazards in the home? What is first aid? Who do I encounter? St John's first aid lesson- head injuries	Internet Safety In line with online safety day- bespoke week planned each year with computing lead	Understand the World/Law What are protected characteristics? What is hate crime? How can I respect my environment? What can I be?	Wellbeing How can I be a hygiene hero? How do my choices help me to be healthy? How does school build my character? What are healthy habits? Why is food fuel? What is my body trying to tell me? PSHE Association- Managing drugs safely (synopses)	RSE WEEK To explore the human lifecycle To identify some basic facts about puberty To explore how puberty is linked to reproduction To explore respect in a range of relationships To discuss the characteristics of healthy relationships
Year 5	Relationships What is grooming? How can my adult relationships affect my future? How do words have power? What are my personal boundaries? What are online friendships? What is media influence? What is peer pressure?	Keeping safe How can we use our phones sensibly? How can we keep our things safe? What are deep fakes? What are the risks with money? What do I know about drugs? Why are our special people important? What is media literacy? St John's first aid lesson- Choking	Internet Safety In line with online safety day- bespoke week planned each year with computing lead	Understand the World/Law How do rules help our community? What can and can't I do on the internet? What is gambling?	Wellbeing How might drugs and alcohol make people feel? How might being online impact the way I feel? How might my activity levels impact the way I feel? How might puberty impact the way I feel? How might school impact the way I feel? What is my personal identity?	RSE WEEK To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty
Year 6	Relationships How can I get ready for secondary relationships? How can we be allies against racism? How can we challenge sexism? How can we respect different relationships? What is a debate? What is my relationship with authority?	Keeping safe What is the issue with addiction? (Vaping/Smoking) What is vaping? How is my data shared? Why does media have age restrictions? Bonfire Night & Firework Safety Lesson Halloween: Trick or treat? St John's first aid lesson- burns and scalding/bleeding	Internet Safety In line with online safety day- bespoke week planned each year with computing lead Extra-DAC ACADEMY Online motivations and bias	Understand the World/Law What is shop theft? What is anti-social behaviour? What are the different types of crime? What does the law say about legal drugs? What does the law say about marriage? What is a weapon?	Wellbeing How can I manage moving to high school positively? How can I re-frame my thinking? How can I seek support for my mental health? What does adulthood look like? What is grief?	RSE WEEK To consider puberty and reproduction Exploring the importance of communication and respect in relationships To consider different ways people might start a family To explore positive and negative ways of communicating in a relationship

Appendix B - Parent Consultation Summary

[Summarise consultation process, dates, feedback themes and responses]

[Click to enter school-specific text]

Appendix C - SEND RSHE Adaptation Model

PSHE at Moor Park is delivered through a strong universal offer and quality first teaching, ensuring that all pupils can access learning in a safe, inclusive and supportive environment. Lessons are carefully planned to meet a wide range of needs, with staff using a variety of adaptive teaching strategies to promote engagement, understanding and participation.

This includes the use of visual supports and communication systems, such as Widgit dual coding, colourful semantics, communication boards and word mats, to aid understanding and vocabulary development. When necessary, key vocabulary is pre-taught and revisited regularly and unit front covers are used to support retention and recall.

Teaching is structured to provide clear sequencing and scaffolding, with strategies such as modelling, take-up time and many others helping pupils to access and demonstrate their learning. Recap activities, mind maps and plenaries are used to consolidate understanding, while resources are adapted to meet individual needs, including the use of photos, stories, videos and real-life contexts.

We place a strong emphasis on emotional regulation and wellbeing. Across the school, staff model and reinforce regulation strategies through daily interactions and teaching. Tools such as the 5-point emotions scale are used to help pupils identify, understand and manage their feelings. This consistent approach supports pupils in developing self-awareness and emotional literacy, particularly when engaging with more sensitive RSHE content.

Additional targeted support is provided through our Hub provision, where pupils can explore PSHE themes in a smaller, more personalised setting. Our pastoral team, including the Learning Mentor and School Counsellor, offer structured interventions, mentoring and responsive support. Some pupils may also access online coaching or work with the Resilience Team to further develop personal, social and emotional skills.

We recognise that certain PSHE topics may be challenging for some pupils. Staff work closely with the pastoral team to identify and respond to individual needs, ensuring pupils feel safe, supported and empowered to engage with the curriculum in a way that suits them.

Safeguarding remains central to all provision. Staff adapt content, language and delivery appropriately, ensuring that all pupils are able to participate safely and confidently, with appropriate support and follow-up where required.

Appendix D - External Agencies and Partnerships

List relevant partners and purpose of engagement:

Field	Entry
School Nursing	The school works in partnership with the School Nursing Team to deliver a range of health-focused sessions across the year, including handwashing in Reception, oral health and teeth brushing in Year 3, and puberty and menstrual cycle education in Year 6. These sessions support the delivery of the RSHE curriculum and statutory guidance. The School Nursing Team may also provide additional input throughout the year in response to identified needs, ensuring pupils receive timely, relevant and age-appropriate health education.
Police/Pol-Ed	The school utilises the Pol-Ed curriculum and themed structure to support the delivery of PSHE, using their resources to ensure comprehensive coverage of statutory guidance in an age-appropriate way. We have a strong working relationship with our local PCSO, who provides annual visits to support key topics such as drug awareness and knife crime. In addition, the police may visit responsively or pre-emptively at key points during the year to address emerging needs. In EYFS, visits from the police also support learning about people who help us in the community, providing pupils with real-life experiences of emergency services.
St John Ambulance/Red Cross	The school now delivers age-appropriate first aid teaching in every year group using St John Ambulance resources, ensuring all

	<p>pupils progressively develop knowledge, confidence and competence in basic first aid and emergency response. In addition, we continue to facilitate visits from the ambulance service within EYFS to support children’s understanding of ‘people who help us’, providing meaningful, real-life experiences of emergency roles in a safe and engaging way..</p>
<p>Other</p>	<p>The school works in partnership with Blackpool Community Trust to support the delivery of key PSHE topics. Their programmes, such as <i>Unstoppable</i>, help pupils explore healthy relationships, understand how to ask for help, and develop awareness of risks including knife crime. In addition, initiatives such as <i>Fit2Go</i> support pupils in learning about healthy lifestyles and physical wellbeing, contributing to a broad and balanced PSHE curriculum.</p>

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