



Hollywell Primary School

PSHE & RSE Policy

2026-2028



1) Policy Status & Scope

This policy sets out how Hollywell Primary delivers statutory Relationships Education and Health Education, and our optional Sex Education offer for Year 6, in accordance with the Department for Education's updated RSHE guidance published July 2025 for introduction on 1 September 2026. It replaces prior versions while retaining our whole-school ethos of safeguarding, inclusion and parental partnership.

2) Legal Framework & Statutory Duties

- RSHE statutory guidance (DfE, July 2025).
- Education Act 2002/Academies Act 2010 duties to provide a broad and balanced curriculum promoting pupils' spiritual, moral, cultural, mental and physical development.
- Equality Act 2010 duties to eliminate discrimination, advance equality and foster good relations.
- Keeping Children Safe in Education; Online Safety; safeguarding policies and procedures (school/Trust).

3) Aims of PSHE & RSE at Hollywell

- Build safe, respectful and healthy relationships; understand boundaries; know how to seek help.
- Teach personal safety in everyday environments (roads, rail, water and public spaces).
- Develop critical digital literacy to navigate online risks including misinformation, edited media/deepfakes, influencer culture, scams and gaming monetisation.
- Strengthen mental health and emotional literacy (including grief, loss and loneliness) and help-seeking.
- Teach accurate scientific vocabulary for body parts and provide sequenced puberty education before the point of need.
- Represent diverse families and identities; challenge stereotypes and harmful attitudes (including misogyny/VAWG) in age-appropriate ways.
- Work transparently with parents/carers and provide access to RSHE materials.

4) Guiding Principles

- Safeguarding-first: RSHE is a protective factor embedded across the curriculum.
- Age/stage appropriate sequencing across EYFS to Year 6.
- Inclusive and accessible for SEND/EAL and all pupils; adaptations through quality-first teaching.
- Transparent communication with parents and carers; annual consultation and resource access.
- Evidence-informed pedagogy, safe classroom climates and staff expertise.

5) Curriculum Structure

Our curriculum is organised into interlinked strands and delivered through discrete weekly lessons, assemblies and cross-curricular links (e.g. Science, Computing, PE). Sequencing ensures statutory content is taught before the point of need and revisited in a spiral model.

Relationships Education

- Families and people who care for me (inclusive of diverse families).
- Caring friendships and respectful relationships; kindness, consent language and non-violence.
- Online relationships and safety; privacy, reporting concerns; digital citizenship.
- Being safe: boundaries, trusted adults, help-seeking.

Health Education

- Physical health, healthy choices and hygiene; puberty education ahead of need using correct anatomical vocabulary.
- Mental wellbeing: feelings, regulation, coping with change, grief, loss and loneliness; how and where to get help.
- Personal safety in public spaces (roads, rail, water); first aid awareness at age-appropriate levels.
- Online safety and media literacy: misinformation, edited media/deepfakes, influencers, gaming monetisation, scams and financial harms.

Sex Education

We provide an optional, age-appropriate session in Year 6 covering human reproduction beyond the science curriculum, scheduled after parental consultation. Pupils not attending receive high-quality alternative provision. Science curriculum content (e.g., human reproduction and puberty) remains compulsory.

6) Progression Overview (EYFS → KS2)

Year-group outcomes are detailed in our PSHE and RSHE maps. In summary: EYFS/KS1 build foundations in feelings, friendships, families, privacy and simple safety; Lower KS2 deepen understanding of boundaries, personal/public safety and early puberty; Upper KS2 consolidate critical digital literacy (deepfakes, influencers, scams), respectful relationships and full puberty teaching ahead of need.

7) Teaching Approach & Safe Learning Environment

- Ground rules and safe participation; use of anonymous question boxes; de-personalised scenarios.
- Accurate, inclusive language; visuals and modelling; retrieval practice and overlearning for SEND.
- Disclosures are managed via DSL pathways; no absolute confidentiality can be promised.
- External visitors complement—not replace—the teacher; content is quality-assured and age-appropriate.

8) Assessment, Monitoring & Governance

- Formative checks in lessons; termly review of outcomes against year-group expectations.
- Pupil voice (including vulnerable groups), parent feedback and book looks inform improvement.

- Floor books are used to record the children’s learning and provide a clear picture of the coverage of sessions.
- Assessment is done through the identification of those children not on track and support is put in place to ensure that these children are able to develop their skills and understanding in all aspects of the PSHE curriculum.
- Annual report to governors on coverage, training, impact and next steps.
- Policy review: annual update; full review every two years or upon DfE changes.

9) Inclusion, SEND & Vulnerable Pupils

- Adaptive planning is used to support pupils in accessing the PSHE and RSHE learning in school (This could be through strategies such as: simplified language, visuals, supported discussion, small-group pre-teaching).
- Representation across materials; resources are reviewed for bias and accessibility.
- RSHE contributes to safeguarding for pupils at increased risk of online or financial exploitation.

10) Working with Parents & Carers

- Our PSHE and RSHE policy, long-term maps and termly overviews are available on our website.
- Annual RSHE information is sent out to parents – we invite feedback and respond to queries sensitively and promptly.
- We provide guidance for discussing sensitive topics at home; offer translations on request.

11) Parental Requests to Withdraw from Sex Education

Parents cannot withdraw a child from Relationships Education, Health Education or science curriculum content. Parents may request withdrawal from any non-statutory sex education content. The headteacher/PSHE Lead meets with parents to discuss aims and alternatives; requests should be submitted in writing.

12) Safeguarding & Confidentiality

PHSE and RSHE is delivered within the school’s safeguarding framework. Staff follow the DSL referral process for any disclosures or concerns. Pupils are taught how to report worries on- and offline, and reminded that teachers cannot offer absolute confidentiality.

13) Staff Development & Resources

- CPD and safeguarding updates are used to ensure staff have up to date training and safeguarding scenarios are shared weekly in staff briefings. These address aspects including: safe facilitation, updated online risks (deepfakes, influencers), misogyny/VAWG, grief/loss and inclusive language.
- Only quality-assured, age-appropriate resources are used; the school retains full control of content and sequencing.
- External contributors follow school protocols and are always accompanied by staff.

14) Linked Policies & Documents

- [PSHE | Hollywell Primary School](#)
- Safeguarding/Child Protection; Behaviour; Anti-Bullying; Online Safety; Equality; SEND; Science; PSHE policy documents. [Policies | Hollywell Primary School](#)
- [Relationships and sex education \(RSE\) and health education - GOV.UK](#)
- [Personal, social, health and economic \(PSHE\) education - GOV.UK](#)

Complaints

- Parental or public complaints personal, social, health education (PSHE) provision should be addressed through the School's complaints procedure.