Policy for:

Personal, Social, and Health Education

		Date
Reviewed by:	Staff & SLT	January 2026
Authorised by:	SLT & Governors	
Date for next review: (or earlier should legislation require it)	January 2027	

Change Log	

Woodstock CE Primary

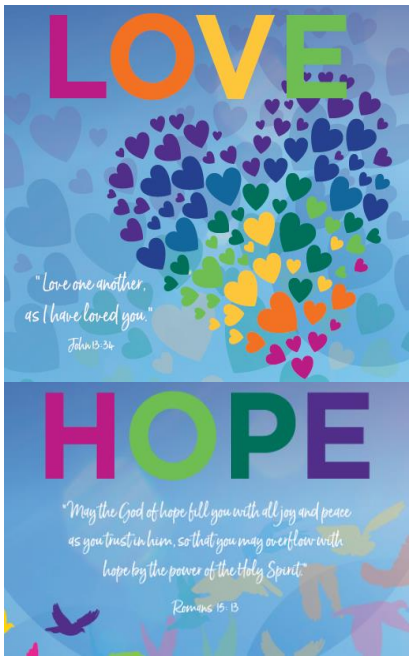
Hand in hand we…
Love | Learn | Flourish

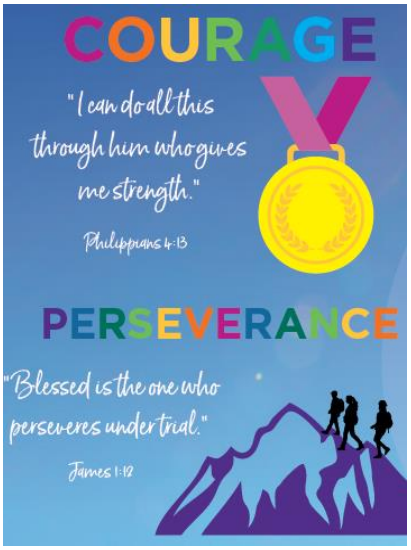
Our Christian Vision & Values

Our Christian vision states that we:
Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' 'Let your light shine' Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Woodstock CE Primary

Hand in hand we...
Love | Learn | Flourish

PSHE & RSE Policy

"The Department for Education recognises that high-quality PSHE education supports pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, to build positive relationships, and to prepare for life and work in modern Britain." ***Department for Education***

"PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain." **PSHE Association**

Statement of Intent

Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At Woodstock CE Primary School we embrace in which PSHE & RSE, and Online Safety, supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.

Personal, Social, Health Education and RSE is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils underpins our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave Woodstock CE Primary School ready for the transition into secondary school and adult life. Our framework for PSHE embeds the three strands — health and wellbeing, relationships and living in the wider world, as well as the statutory aspects of the Relationships and Sex Education, and Health Education guidance.

Effective Relationships & Sex Education (RSE), and Health Education is crucial to developing and maintaining emotional and physical health. RSE is provided through the Personal, Social and Health Education Framework and is planned to ensure pupils receive their sex education in the wider context of relationships, and are prepared for the opportunities, responsibilities and experience of adult life. We believe that the teaching of sex education should be complementary and supportive to the role of parents and should have regard to parents' views on its content and presentation.

Our RSE programme is designed following consultation with parents, to meet the statutory requirements of DfE guidance. Our education programme is dynamic and responds to latest updates from the DfE and other

initiatives to ensure it responds to current practice and is bespoke to the needs of our children and families. For pupils in Year 5 and Year 6 Sex Education is provided by class teachers with the support of health professionals in a way that encourages them to consider moral aspects and the value of family life. As a school we have a legal duty to ensure that children are protected from teaching and materials which are inappropriate, having regard to the age, religion and cultural background of our pupils. Parents are informed in writing prior to the teaching of Sex Education and are given the opportunity to see teaching materials to be used and receive explanations of the way in which it is proposed to use them in the classroom. Teachers are trained and appropriately supported, to be able to teach RSE with confidence.

Parents have the right to withdraw their children from all or part of any Sex Education provided, but not from teaching of the biological aspects of human growth and reproduction, a statutory part of the National Curriculum for Science. If a parent wishes to withdraw their child, they should put their request in writing to the Headteacher - a reason for this decision is not necessary.

Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

At Woodstock CE Primary School our Core Values are:

Our Aims

At Woodstock CE Primary School, we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. Our vision statement reflects a passionate commitment to learning and recognition of the uniqueness of individual learners.

The aims of PSHE education at our school are to help pupils:

- Develop the knowledge, skills and understanding needed to lead confident, healthy and independent lives and to become informed, active, responsible citizens
- Recognise their own worth, work well with others and become increasingly responsible for their own learning and actions
- Form effective and fulfilling relationships that are an essential part of life and learning
- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views

Our PSHE curriculum is rooted in our school's Christian ethos and values, which state:
At Woodstock CE Primary School serves its community by working in partnership to provide an education of the highest quality within the context of Christian belief and practice and understanding of shared values. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach. We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance.

The updated statutory guidance will be mandatory from September 2026, although we have already began implementing it from this academic year.

Key changes from September 2026 include:

- Staff should actively challenge everyday sexism, misogyny, homophobia and stereotypes in age-appropriate ways
- Expanded expectations for what pupils should know about respectful relationships, boundaries, and the risks of sharing information and images online
- Teaching about online safety, including understanding that content online can be inappropriate and knowing where to get help
- Clarified guidance on teaching LGBTQ+ content, including that we should include same-sex parents/carers when discussing families
- Teaching pupils the facts and the law about biological sex and gender reassignment in an age-appropriate way

Early Years Foundation Stage (EYFS):
Pupils in Nursery and Reception are provided with experiences and support which helps them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn.

Content & Delivery

What we teach

As stated above, we are required to cover the content for relationships education and health education, as set out in the statutory guidance.

Please refer to our PSHE & RSE Curriculum Overview, and our Relationships and Sex Education (RSE) policy for details about what we teach in relationships and sex education. This policy can be found on our school website.

Our PSHE curriculum is organised into four interrelated themes:

1. **Developing confidence and responsibility** and making the most of their abilities
2. **Preparing to play an active role as citizens**
3. **Developing a healthy, safer lifestyle**
4. **Developing good relationships** and respecting the differences between people

Curriculum content by Key Stage:

Early Years Foundation Stage:

Personal, social and emotional development involves helping children to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. PSED has three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Key Stage 1:

During Key Stage 1, children are taught about:

- Taking an active part in discussions and simple debates about topical issues
- Recognising choices they can make and the difference between right and wrong
- Understanding how rules help them and their responsibilities to meet the needs of others
- That they belong to various groups and communities, such as family and school
- How to contribute positively to the life of the class and school

Key Stage 2:

At Key Stage 2, children are taught:

- To research, discuss and debate topical issues, problems and events
- Why and how rules and laws are made and enforced
- The consequences of anti-social and aggressive behaviours, such as bullying and
- About different kinds of responsibilities, rights and duties at home, at school and in the community
- What democracy is, and about the basic institutions that support it locally and nationally
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

For detailed curriculum content aligned with the 2026 RSE guidance, please see our PSHE/RSE Curriculum Frameworks available on the school website.

How we teach it

Frequency and delivery:

- PSHE & RSE is taught on average for 45 minutes a week in each Key Stage
- PSHE & RSE is delivered in the context of the school's Curriculum Policy, with teachers employing an active, experiential approach
- Whole school collective worship is an integral part of PSHE & RSE, with weekly themes relating to values developed through PSHE, circle times and Picture News
- PSHE & RSE is taught largely by class teachers to ensure natural links between PSHE and pastoral care

Teaching approaches:

Our curriculum is developed with the following key principles in mind:

- **Engagement with pupils:** An inclusive and well-sequenced PSHE/ RSHE curriculum informed by meaningful engagement with pupils
- **Engagement and transparency with parents:** We engage with parents on the content of RSHE and are transparent about all materials used
- **Positivity:** We focus on building positive attitudes and skills, promoting healthy norms about relationships and health
- **Careful sequencing:** We sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences before they occur
- **Relevant and responsive:** Our curriculum is relevant, age and stage appropriate and accessible to pupils in our area

Inclusive practice:

- Teachers employ an active, experiential approach that provides pupils with opportunities to explore their values, attitudes and behaviour in a way that is enjoyable and relevant to them
- The use of ground rules is an important part of the learning classroom, actively involving all pupils in the formulation of class rules
- Teaching is adapted to ensure accessibility for all pupils, including those with SEND
- Teaching is developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years

Handling sensitive topics:

- When teaching sensitive topics, teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously Relationships and Sex Education Statutory Guidance
- Teachers do not let their personal beliefs and attitudes influence teaching

- Developing a classroom climate that encourages and supports learning is very important to meet the personal, social and emotional needs of all children

External agencies:

- The expertise and skills offered by visitors is drawn upon to complement those of the teacher and enhance the school's work. All visitors are fully briefed by class teachers
- Schools always remain responsible for the content and the way in which children are taught. We check that external resources are accurate, age and stage appropriate and unbiased Relationships and Sex Education Statutory Guidance

Parental engagement:

We must proactively engage and consult parents when we develop and review our policy. Parents must be aware of what's being taught, and must be able to view all RSHE curriculum materials on request. All materials are available to parents. We inform parents of any deviation from our published RSE policy in advance and share any relevant materials with them on request.

Assessment and Reporting:

Assessment is ongoing and informs future teaching building a picture of the child's attainment and progress over time. There are also 'check-in' points throughout, and at the end of each unit against the objectives being taught. This gives teachers the information that they need to build a holistic picture of each individual child and enables them to plan further support and opportunities for retrieval; direct teaching and/or adaptation in future units. The subject leader monitors pupil outcomes to identify trends and patterns that inform future curriculum alterations and CPD opportunities.

Assessment focuses on two broad areas:

- Children's knowledge and understanding (e.g. information on health, understanding of rules, understanding of health and safety procedures)
- How well children can use their knowledge and understanding in developing skills and attitudes (e.g. through participating in discussions, group tasks, managing conflict, making decisions) Evidence of achievement is collected in:
  - Reflect and Express books (KS1 and KS2)
  - Personal journals (EYFS)

Roles & Responsibilities

The Governing Body

The governing body will approve the PSHE policy and hold the headteacher to account for its implementation. Governing bodies should ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with statutory guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on Relationships and Sex Education Statutory Guidance

The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school and that this policy is implemented effectively.

PSHE & RSE Lead

Maria Morris is our PSHE & RSE Lead. Jennie Isherwood is our Rights Respecting Lead and guides and facilitates our Pupil Parliament meetings, which are an important element of PSHE & RSE.

Staff

Staff are responsible for:

- Delivering PSHE & RSE in a sensitive way
- Modelling positive attitudes to PSHE & RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Being conscious of everyday sexism, misogyny, homophobia and stereotypes, and taking action to build a culture where prejudice is identified and tackled Relationships and Sex Education Statutory Guidance
- Knowing what to do if they have concerns that a pupil is being neglected or abused, and following safeguarding procedures

Pupils

Pupils are expected to engage fully in PSHE & RSE and, when discussing issues related to PSHE & RSE, treat others with respect and sensitivity. Our Pupil Parliament is an important element of PSHE & RSE providing an effective way of engaging children in the life and organisation of the school. It is a body of children representatives, elected by children, that takes part in consultation and decision-making activities.

Monitoring Arrangements

The delivery of PSHE & RSE is monitored by the PSHE/RSE Lead and Senior Leadership Team through:

- Planning reviews
- Learning walks
- Pupil voice surveys
- Work sampling
- Staff feedback
- Pupil Parliament meetings

Judgements will be made on the extent to which pupils are:

- Developing confidence and responsibility and making the most of their abilities
- Learning to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

This policy will be reviewed annually by the PSHE Lead and Senior Leadership Team. At every review, the policy will be approved by the governing body.

Links with other Policies

This policy links to the following policies and procedures:

- **Relationships and Sex Education (RSE) policy** (RSE Guidance September 2026)
- **Safeguarding and Child Protection policy**
- **Behaviour policy**
- **Anti-Bullying policy**
- **Equality and Diversity policy**
- **SEND policy**
- **Curriculum policy**
- **Early Years Foundation Stage (EYFS) policy**
- **Online Safety policy**
- **Health and Safety policy**

Key changes made to align with 2026 RSE guidance:

- ✅ Incorporated new statutory requirements effective September 2026 for RSE
- ✅ Strengthened parental engagement and transparency requirements
- ✅ Updated safeguarding responsibilities
- ✅ Maintained our school's unique Christian ethos and existing good practice
- ✅ Integrated citizenship education throughout
- ✅ Referenced whole-school approach including Pupil Parliament and Community Awards