



Personal, Social, Health and Economic (PSHE) Education Policy Including Relationships, Sex and Health Education (RSHE) Implementation Date: September 2025

1. Introduction

Personal, Social, Health and Economic (PSHE) education is an essential part of our school curriculum. It supports pupils to develop the knowledge, skills and attributes they need to keep themselves healthy, safe, and prepared for life and work in modern Britain. This policy sets out how PSHE, including Relationships, Sex and Health Education (RSHE), is delivered at Sandhill Primary School using the **One Life** curriculum.

2. Aims and Intent

The **One Life** curriculum is designed to develop pupils' physical, social, and emotional wellbeing through a structured and progressive programme of study. It aims to equip children with the understanding and confidence to make informed decisions, build positive relationships, and lead fulfilling lives.

The intent of the One Life curriculum is to support pupils in achieving **mental, social, and physical fitness**, ensuring that they: - Develop resilience, self-esteem, and self-awareness. - Understand how to maintain physical and emotional health. - Build positive relationships founded on respect, empathy, and consent. - Learn how to keep themselves and others safe, both online and offline. - Develop an understanding of diversity, equality, and inclusion. - Are prepared for the wider world, including future work and citizenship.

The One Life approach aligns closely with Ofsted's **Personal Development** judgment and the statutory requirements for Relationships, Sex and Health Education (DfE, 2019). It supports pupils to grow as responsible, confident, and emotionally literate individuals.

3. Curriculum Overview

The One Life curriculum provides a **whole-school, progressive framework** from Early Years through to Year 6. It is structured around key strands which build sequentially each term, with clear learning outcomes for each phase.

Each half term explores a distinct theme, designed to support holistic development: 1. **We Are Happy!** – mental health and emotional wellbeing

2. **We Are Kind!** – friendships, relationships, and empathy

3. **We Are Responsible!** – personal safety, online safety, and decision-making
4. **We Are Healthy!** – physical health and self-care
5. **We Are Connected!** – community, diversity, and belonging
6. **We Are Growing!** – change, puberty, and aspirations

Lessons are interactive, inclusive, and age-appropriate. They are adapted to meet the needs of all pupils, including those with SEND, and are delivered through discussion, storytelling, drama, and reflective activities.

4. Statutory Framework

This policy reflects the DfE statutory guidance on **Relationships Education, Relationships and Sex Education (RSE), and Health Education (2019)**. All primary schools are required to teach Relationships Education and Health Education. The One Life curriculum fully meets and exceeds these expectations.

Parents have the right to withdraw their child from non-statutory elements of Sex Education, which are clearly identified within the curriculum. Requests for withdrawal should be made in writing to the Headteacher.

5. Teaching and Learning

PSHE and RSHE are delivered as part of a **whole-school approach** to personal development. The One Life curriculum ensures: - Spiral progression of knowledge and skills across year groups. - Explicit teaching of emotional literacy and self-regulation. - Reinforcement of British Values and SMSC development. - Opportunities for pupil voice and reflection.

Teaching is supported through assemblies, cross-curricular links, and themed weeks (e.g., Anti-Bullying Week, Online Safety Week). The learning environment promotes openness, mutual respect, and safeguarding.

6. Inclusion and Equal Opportunities

The One Life curriculum is inclusive and accessible to all pupils, regardless of gender, background, ability, or family structure. Lessons are differentiated appropriately, and teaching staff ensure that every child feels represented and respected. Sensitive topics are handled with care and in line with safeguarding procedures.

7. Assessment and Monitoring

Assessment within PSHE is ongoing and reflective. Teachers assess pupils' understanding through discussion, observation, and work produced during lessons. Progress is tracked against age-related expectations defined within the One Life curriculum framework. Subject leaders monitor planning, teaching, and pupil outcomes to ensure consistency and impact across school.

8. Roles and Responsibilities

- **Headteacher:** Ensures statutory compliance and provides strategic leadership.
 - **PSHE/RSHE Lead:** Oversees curriculum implementation, staff training, and monitoring.
 - **Class Teachers:** Deliver the One Life curriculum effectively and adapt to pupils' needs.
 - **Parents and Carers:** Support learning at home and engage with school consultation processes.
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9. Safeguarding and Confidentiality

All teaching within PSHE and RSHE is underpinned by the school's **Safeguarding Policy**. Teachers are aware of their duty to protect pupils from harm and to share concerns with the Designated Safeguarding Lead. Ground rules are established within lessons to promote a safe and respectful learning environment.

10. Review of Policy

This policy will be reviewed annually by the PSHE/RSHE Lead and the Senior Leadership Team to ensure compliance with statutory requirements and to reflect any updates to the **One Life** programme or DfE guidance.

Approved by: *Tony Parkinson*

Date: 21.10.25

Next Review: September 2026