



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School

PSHE and RSE Policy

October 2026

Includes:

**Relationships and Sex
Education (RSE)**

**Personal, Social, Health and
Education Curriculum (PSHE)**

Approved by:	Standards & Curriculum Committee	Date:	October 2026
Last reviewed on:	October 2026 Parental consultation as required took place in September 2026 as part of Parent & Carer Information Sessions.		
Next review due by:	October 2027		

Members of staff with responsibility:

- Rob Adams (Head Teacher)
- Rachael Blackburn (Deputy Head Teacher & Wider Curriculum Lead)
- Kate Rutherford (SENDCo)
- Liz Walker (PSHE Lead)

Aims

The aims of PSHE and RSE at South Gosforth First School are to put in place the key building blocks of how to build and maintain healthy and respectful relationships in all contexts. We specifically aim to:

- Provide a framework in which sensitive discussions can take place
- Give pupils an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop pupils' media literacy so that they can engage safely and responsibly with an increasingly digital world.

Statutory Requirements

As a maintained first school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education. The elements of sex education contained in the primary curriculum are taught when pupils progress in to middle school.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. We are also mindful to comply with the Equality Act 2010.

At South Gosforth First School we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. **Review** – the PSHE and RSE Leader collated all relevant information, including national and local guidance and the updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations. They have also had the opportunity to discuss the aims and rationale behind the PSHE curriculum, view the most up to date Department for Education (DfE) documentation and feed into this policy.
3. **Parent / stakeholder consultation** – parents and any interested parties were invited to look at the policy and make comments or recommendations, including asking questions.
4. **Pupil Consultation** – pupils were consulted about their opinions and thoughts about PSHE and RSE which is recorded and considered by the PSHE Leader.
5. **Ratification** – The policy and curriculum documents were shared for comment, alongside the responses from the parental engagement sessions. Once amendments were made, the policy was shared with the FGB and ratified.

Delivery of RSE and PSHE

Our Personal, Social, Health and Economics (PSHE) and RSE education, including statutory Relationships and Health education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture.

The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;
- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

South Gosforth First School has developed a clear and comprehensive PSHE scheme of work in line with the National Curriculum, tailored to our children, using the National PSHE Association for guidance. PSHE is taught as both explicit weekly lessons using the PSHE Scheme of Work; but is also fully embedded in every aspect of our curriculum and day-to-day life of the school. As part of our PSHE curriculum, we also deliver the 'No Outsiders' programme which has been carefully matched to our provision to reinforce our key message of 'All different and all welcome' as well as facilitating a deeper understanding of the diverse community we live in for our pupils.

The PSHE curriculum is organised to provide clear progression across the following key areas:

- **Relationships** – Including families and people who care for us, caring friendships and respectful relationships.
- **Keeping Safe** – Including personal safety, online and offline safety, recognising and managing risk, trusted adults, privacy, emergencies and age-appropriate first aid.
- **Understanding the Law** – Including rules and responsibilities, citizenship, rights, laws, equality and protected characteristics.
- **Health and Wellbeing** – Including emotional and mental wellbeing, healthy lifestyles, health and hygiene and growing and changing.
- **Economic Wellbeing** – Including money, needs and wants, spending and saving, careers and aspirations.

The 'Zones of Regulation' approach underpins our teaching of emotional wellbeing and self-regulation across the school. It provides pupils with a consistent framework and shared language through which they can recognise, understand and communicate their emotions and develop an awareness of how their feelings can influence their behaviour. Through age-appropriate teaching, pupils develop a growing toolkit of strategies to help them regulate their emotions. The approach supports children to understand that all emotions are valid and that different strategies can help them to manage their responses effectively.

The 'Zones of Regulation' approach is explicitly taught as part of the PSHE curriculum and progressively revisited as pupils move through school. Key concepts and strategies are reinforced and applied throughout the school day, enabling pupils to draw upon their learning and manage their emotions independently.

Biological aspects of RSE are also taught within the science curriculum (for example the lifecycle of a frog), and other aspects are included in religious education (RE) such as marriage.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences, including when they are due to specific special educational needs or disabilities (SEND). As with other curriculum subjects, where appropriate a differentiated curriculum may be provided in consultation with the SENCo.

If children ask questions outside the scope of this policy, staff will respond in an appropriate manner so that they are fully informed and don't seek answers online from inappropriate sources of information.

Roles and Responsibilities:

The governing board will approve the PSHE and RSE Policy, and hold the Head Teacher to account for its implementation.

Staff are responsible for:

- Delivering the PSHE and RSE curriculum in a sensitive way.
- Modelling positive attitudes to PSHE and RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching any of the components of the PSHE curriculum are encouraged to discuss this with Rob Adams (Head Teacher).

Pupils are responsible for:

Pupils are expected to engage fully in PSHE sessions and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the schools restorative approach to positive behaviour policy.

Parents' right to withdraw:

Parents do not have the right to withdraw their children from Relationships Education as all components at primary level are statutory.

Training

Staff training on Relationships Education and Health Education is included in our continuing professional development (CPD) calendar.

The PSHE Lead / Head Teacher will also invite visitors from outside the school, such as School Health Team and Operation Encompass, to provide support and training to staff.

Monitoring Arrangements

The delivery of Relationships Education, Health Education and the PSHE curriculum is monitored by Rob Adams (PSHE Lead) through:

- Planning looks

- Learning walks
- Pupil voice
- Discussions with staff
- Parental feedback

This policy will be reviewed by Liz Walker (PSHE Lead), Rob Adams (Head Teacher) and Rachael Blackburn (Deputy Head Teacher) annually. At every review, the policy will be approved by the governing board.

Appendix One: End of Key Stage Two Statutory Requirements

Topic	By the end of Primary School pupils should know:
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness.

	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix Two: End of Key Stage Two Statutory Requirements

Topic	By the end of Primary School pupils should know:
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.

Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.