Whitegate End Primary School and Nursery

PSHE and RSE Policy

Responsible Person	Headteacher
Date reviewed	November 2026
Next review	November 2029
Signed	***R Hollingsworth***

At Whitegate End, we create **emotionally resilient children and staff** with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**.

Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and **stand up for the things we feel passionate about**.

We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.

PSHE / RSE Policy

1. **Rationale**

At Whitegate End, we aim to create emotionally resilient children and staff who develop a wide range of academic, social and life skills. We prepare our pupils not only for the next stage of their education, but for life in an ever-changing world, equipping them to become confident, respectful and responsible members of society.

We foster an environment where:

- Everyone belongs
- Pupils feel safe, supported and valued
- Open discussion is encouraged in a respectful and inclusive way
- Children are empowered to challenge thinking and express views appropriately

2. **Aims and Principles**

The intention of the Whitegate End PSHE curriculum is to equip children with the knowledge, skills and attributes needed to thrive as healthy, safe, respectful and responsible citizens.

At Whitegate End, PSHE supports pupils to:

- Develop knowledge across Relationships Education and Health Education
- Develop knowledge of living in modern Britain
- Build self-respect, confidence and resilience
- Understand personal safety and safeguarding, including asking for help
- Develop awareness of mental health and an understanding of our emotions
- Recognise personal boundaries and consent (at an age-appropriate level)
- Respect diversity
- Provide a safe environment in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around different relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Have knowledge of age appropriate issues that arise specifically to the school or nationally/ internationally.

We ensure learning is delivered through a planned, progressive spiral curriculum, adapted to meet pupils' age, ability, SEND needs, and cultural backgrounds.

3. **Statutory Requirements and Guidance**

This policy reflects:

- The Children and Social Work Act 2017
- DfE Relationships Education, Relationships and Sex Education and Health Education 2025
- National Curriculum Science requirements
- Equality Act 2010
- Keeping Children Safe in Education (latest version)
- Working Together to Safeguard Children (current version)
- DfE expectations regarding safeguarding, online safety and pupil wellbeing

Both Relationships Education and Health Education are compulsory in all primary schools.

Sex education is not compulsory in primary schools, beyond content included in the Science curriculum.

Any additional sex education beyond the Science curriculum will:

- Be age-appropriate
- Be delivered in consultation with parents
- Reflect the needs of pupils

Parents retain the right to withdraw their child from non-statutory sex education.

The policy also reflects the school's duties regarding safeguarding, equality, anti-discrimination, behaviour, SEND and pupil wellbeing.

4. **Curriculum Content**

At Whitegate End, we ensure learning is delivered through a planned, progressive spiral curriculum, adapted to meet pupils' age, ability, SEND needs, and cultural backgrounds.
PSHE is taught through a planned programme of weekly lessons, supported by assemblies and wider school experiences.
Through PSHE, pupils develop understanding of British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
PSHE contributes significantly to pupils' Spiritual, Moral, Social and Cultural (SMSC) development.

The EYFS curriculum

The EYFS curriculum is separated into 7 components, 3 of which support the children to develop their PSHE skills and knowledge: communication and language, understanding the world and personal, social and emotional. Children spend time working towards their Early Learning Goals in these areas, which helps prepare them for specific PSHE sessions when entering Year 1.

Communication and Language	ELG: Listening, Attention and Understanding
	ELG: Speaking
Personal, Social and Emotional Development	ELG: Self- Regulation
	ELG: Managing Self
	ELG: Building Relationships
Understanding the World	ELG: Past and Present
	ELG: People, Culture and Communities
	ELG: The Natural World

The Characteristics of Effective learning (CoEL) are a high priority and are introduced through the Learning Dinosaurs; Explorosaurus, Solvosaurus Rex, Pretendactyl, Pridosaur and Tryceratops. During the first half term children learn to identify the qualities of each dinosaur and adults spend much of their time within the provision; building relationships, nurturing friendships, modelling play and good communication skills, and promoting independence within the setting.
Once the children are demonstrating a willingness to try to new things, are not afraid of failure, are able to explore solutions to their problems and show pride in their achievements, the shift focuses to an observational approach.

When the children have become masters of the indoor and outdoor provision, adults in all areas of the unit will deliver objective led activities which include mark making and writing, a high quality text focus, maths and a 'Wonder'.
Many of these adult led activities work towards their Early Learning Goal, which helps prepare them for specific PSHE sessions when entering Year 1.

Topic	Texts	Objectives covered
We are Bucket Fillers! (including Dinosaur Learning)	• Have You Filled a Bucket Today? Carol McCloud • The Smeds and The Smoos, Julia Donaldson • Freddie and the Fairy, Julia Donaldson • The Lion inside, Rachel Bright • Ruby's Worry, Tom Percival • Augustus' Smile, Catherine Rayner • The Ugly Duckling • Elmer series	• Sense of responsibility and membership of a community • Feelings such as happy, sad, angry, worried • How others might be feeling • See themselves as a valuable individual • Respectful relationships • Express feelings and consider the feeling of others • Identify and moderate their own feelings socially and emotionally • Show resilience and perseverance • Think about the perspective of others
All Around the World	• Martha Maps it out, Leigh Hodgkinson • The Nature Girls, Delphine Mach • A Ticket Around the World, Natalia Diaz • The Suitcase, Chris Naylor • Rosie's Walk • The Gingerbread Man	• Differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Understand that some places are special to members of their community • People have different beliefs and celebrate special times in different ways

		• Recognise similarities/differences between life in this country and life in other countries • Describe their immediate environment • Know some similarities and differences between different religious and cultural communities in this country
This is Our Family (including Keeping Healthy)	• In Every House On Every Street, Jess. • Grandad's Island, Benji Davies • The Pirate Mums, Jodie Lancet-Grant • The Invisible String, Patrice Karst • The Invisible, Tom Percival • Dragon Post, Emma Yarlett • What Will I Be? Frances Stickley • Oliver's vegetables • Handa's Surprise • Little Red Riding Hood • The Three Bears	• Being to make sense of their own life-story and family's history • Different occupations • Talk about members of their immediate family and community • People who are familiar to them • Healthy food choices • Talk about the lives of the people around them and their roles in society
Planet Protectors	• Charlie Crow in the Snow, Paula Metcalf • The Blue Giant, Katie Cottle • Tree, Patricia Hegarty • 10 Thing I Can Do to Help the World, Melanie Walsh • Little Bears Spring, Elli Woolard • Michael Recycle, Alexandra Colombo • The Enormous Turnip • Jack and the Beanstalk	• The need to respect and care for the natural environment • Describe what they feel, see and hear whilst outside • Recognise that some environments are different to the one in which they live • Seasons • Explore the natural world around them • Know some similarities and differences between the natural world around them and contrasting environments • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

At Whitegate End, EYFS also teach Personal, Social and Emotional Development through the Think Equal programme. The Think Equal programme has been created by global thought leaders in the fields of education, psychology, human rights and neuroscience, and comprises three age-appropriate levels, each containing 22 to 24 original narrative picture books. The programme also outlines the six 'I Am' concepts, and the 36 topic areas through which children participating in the programme will develop. These topic areas are: I Have A Strong Sense of Who I Am; I Am Able to Look After Myself; I Am Able to Look After Others; I Am Able to Communicate; I Am Able to Contribute and Create; I Am A Critical Thinker.

Each week of learning begins with a narrative picture book, followed by 3 x 30-minute lesson plans, per week.

Year 1 – Year 6 curriculum

PSHE is taught through weekly lessons supported by whole school assemblies and unit Pledge assemblies.
PSHE (which includes Relationships and Sex Education) is taught weekly via a range of written, practical and creative tasks, discussions and debates, role play and scenarios, videos and picture books. Each year group is split into 6 core areas: My Social Life, My Inner Life, My Online Life, My Strong Life, My Responsible Life, My Growing Life. Parents are consulted annually in reference to RSE. This programme of work targets life skills and issues that children may face in our unique school community. Teachers record sessions in floor books which are monitored on a termly basis by a member of the senior leadership team. Children are assessed by discussion, observation and pupil reflections.

Children establish their PSHE Promises (an agreement between class teacher and the children to create a safe learning environment) at the beginning of each academic year and are reminded of them at the beginning of each lesson. Although created by each individual class, they might include listening to each other, taking turns to speak, not laughing at other people's ideas, having the right to pass, respecting privacy and following the whole school Whitegate End Pledges (positive behaviour system used by the whole school). This helps create a safe environment for open discussions.

Whitegate End primarily delivers statutory Relationships and Health Education. Additional sex education beyond National Curriculum Science is not routinely taught. As part of the science curriculum in Year 5 and 6 pupils do learn about the physical and mental changes that will happen to them during puberty.
This is delivered by experienced practitioners using age appropriate and sensitive resources. Where appropriate, flexible groupings may be used to support learning and pupil comfort. All pupils will be taught about the physical and emotional changes experienced during puberty.

	**My Social Life** • Families • Friendships • Safe, positive and respectful relationships • Bullying • Handling conflict • Stereotypes • Loneliness • Self esteem • Marriage • Asking for help

	**My Inner Life** • Naming a variety of emotions • Calming strategies including choosing an appropriate strategy • Appropriate reactions to emotions • Differences in strength and intensity of emotions • How emotions feel in my body • Zones of regulation • Loneliness • Mental Wellbeing and Mental Health Disorders • Biophilia • Asking for help
	**My Online Life** • What is the internet? • Benefits and risks of the internet • Personal information • Sharing things online • Making friends online vs strangers • Digital footprint and online presence • Privacy settings • Online bullying • Is everything that you see online true? • Misinformation and Disinformation • PEGI ratings • How websites use algorithms • Phishing • Making money online • Online spending • Asking for help
	**My Strong Life** • Define "healthy" • Balanced diet • Active lifestyle • Feeling unwell • Personal hygiene including teeth • Relationships with food • Sleep • Sun safety • Drugs, addictions and vaccines • Asking for help
	**My Responsible Life** • Basic first aid • Contacting emergency services • Responding appropriately – reporting not videoing • Hazards and risks • Road, water and railway safety • Needs vs. wants • Economic intelligence • Understanding money and budgeting • Community and belonging • Biodiversity and ecosystems • Recycling and renewable energy • Global citizenship • Asking for help

	**My Growing Life** • Human lifecycle • Names of body parts including penis, vulva, vagina, testicles, scrotum and nipples. • Puberty – the physical and emotional changes that occur • Consent • Body image and self love • Aspirations and goals • Transition • Asking for help

Resources used in PSHE lessons are available for parents upon request. These may include resources from Pol-Ed, a free resource created by West Yorkshire Police and specialist teachers to support schools in delivering Personal, Social, Health and Economic (PSHE) education. It provides age-appropriate lessons and assemblies that help children and young people understand how to stay safe, make positive choices, and develop important life skills. All materials are written by experienced teachers, working in collaboration with the police, local authorities, and other partners, to ensure the information is accurate, relevant, and appropriate for children and young people. Pol-Ed is designed to support schools in meeting statutory requirements for PSHE and Relationships and Health Education, while also responding to real issues affecting young people in local communities.

Trauma-Informed and Attachment-Aware Practice

Whitegate End is committed to following a trauma-informed approach.

Research from neuroscience, child development and attachment theory demonstrates that experiences of stress, trauma or adversity can impact a child's ability to regulate emotions, build relationships and access learning. When children experience significant stress, the brain's survival systems can override logical thinking, making reflection, problem solving and learning more difficult.

As a result:

- We seek to understand behaviour before responding.
- We look beyond behaviours to identify potential unmet needs.
- We prioritise connection before correction.
- We focus on restoration rather than punishment.
- We provide opportunities for co-regulation.
- We teach emotional literacy and self-regulation

This approach does not remove consequences; rather it ensures that consequences help children learn, repair relationships and improve future choices.

5. **Assessment**

Assessment in PSHE focuses on pupils' knowledge, understanding and application of learning rather than written outcomes alone.

Assessment may include:

- Observation of discussion and participation
- Pupil reflection activities
- Pupil voice
- Scenario-based responses
- Floor books and recorded evidence

Teachers use assessment information to inform future planning and identify gaps in learning.

6. **Safeguarding**

Keeping Children Safe in Education 2026 reinforces the importance of preventative education in helping children recognise risk, build healthy relationships and seek support when they need it. The updated guidance places increased emphasis on areas including healthy relationships, consent, child-on-child abuse, exploitation, online harms and artificial intelligence (AI).

At Whitegate End PSHE, supports safeguarding by helping pupils to recognise unsafe situations, understand boundaries and to seek help if necessary.
Children establish their PSHE Promises at the beginning of each academic year and are reminded of them at the beginning of each lesson. Although created by each individual class, they might include listening to each other, taking turns to speak, not laughing at other people's ideas, having the right to pass, respecting privacy and following the whole school Whitegate End Pledges. This helps create a safe environment for open discussions.
At the end of each lesson, children are reminded to speak to a safe and trusted adult if they wish to do so.

Although PSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are concerned in any way that a pupil is at risk, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding Policy.

7. **Inclusion and Equality**

Whitegate End is committed to ensuring that PSHE education is inclusive, accessible, and relevant to all pupils, regardless of their age, gender, race, ethnicity, religion or belief, disability, sexual orientation, gender identity, family structure, socio-economic background, or culture.
PSHE lessons are planned and delivered in a way that meets the diverse needs of all learners. Teachers use a range of teaching strategies, resources, and activities to ensure that every pupil

can participate fully and make progress. Reasonable adjustments will be made where necessary to support pupils with special educational needs and disabilities (SEND).
Through PSHE, pupils will be encouraged to value diversity, challenge stereotypes, and develop respect and understanding for others. Teaching will promote equality of opportunity and help pupils understand their rights and responsibilities as members of a diverse society.
Resources and learning materials will be carefully selected to reflect and celebrate the diversity of modern society and to ensure that all pupils see themselves represented positively. Any discriminatory language, attitudes, or behaviour will be challenged appropriately and in line with the school's behaviour and equality policies.
Whitegate End will fulfil its responsibilities under the Equality Act 2010 and ensure that PSHE education contributes to creating a safe, inclusive, and respectful learning environment for all members of the school community. Teaching reflects the protected characteristics outlined in the Equality Act 2010 in an age-appropriate manner.

8. **Roles and Responsibilities**

The **Governing Body** will:

- Ensure the school fulfils its statutory duties relating to PSHE and Relationships Education/RSE.
- Approve the PSHE policy and review its effectiveness.
- Monitor the implementation of the PSHE curriculum and its impact on pupils.

The **Headteacher** (Rob Hollingsworth) will:

- Provide strategic leadership for PSHE.
- Ensure the policy is implemented consistently across the school.
- Allocate appropriate staffing, resources, and training.
- Ensure teachers are supported in delivering PSHE effectively.

The **PSHE Subject Co-ordinator** (Francesca Morris) will:

- Develop, review, and update the PSHE curriculum and policy.
- Support staff with planning, resources, and training.
- Monitor teaching and learning in PSHE.
- Evaluate the effectiveness of the programme and report findings to senior leaders and governors.
- Ensure PSHE content is age-appropriate, inclusive, and responsive to pupils' needs.

Teachers delivering PSHE will:

- Plan and deliver lessons in line with the school's curriculum.
- Create a safe, respectful, and inclusive learning environment.
- Encourage pupil participation and discussion.
- Follow safeguarding procedures if concerns arise during lessons.
- Assess and monitor pupils' progress where appropriate.

Pupils are expected to:

- Engage positively in learning activities.
- Treat others with respect and listen to differing viewpoints.
- Follow agreed PSHE Promises for discussion.
- Seek support from trusted adults when needed.

Parents and carers will:

- Support the aims of the school's PSHE programme.
- Engage with information provided by the school about PSHE content.
- Work in partnership with the school to support pupils' personal development and wellbeing.
- Understand their rights regarding any elements of the curriculum where withdrawal is permitted by law.

External Visitors and Agencies:

- May enhance PSHE provision through specialist knowledge and expertise.
- Must work under the supervision of school staff.
- Must adhere to the school's safeguarding, confidentiality, and curriculum requirements.
- Should complement, not replace, planned teacher-led PSHE provision.
- Make resources available to staff and parents before sessions to ensure appropriateness

All staff involved in PSHE:

- Must be familiar with the school's safeguarding and child protection procedures.
- Should be aware that disclosures may arise during PSHE lessons and respond in accordance with school policy.
- Must maintain appropriate professional boundaries while creating a supportive environment for discussion.

9. **Staff Training**

Whitegate End is committed to ensuring that all staff involved in the delivery of PSHE receive appropriate training and support.

We will:

- Provide relevant induction and ongoing professional development for staff delivering PSHE.
- Ensure staff are kept up to date with statutory requirements, curriculum developments, and best practice guidance.
- Support staff in developing confidence in facilitating sensitive and potentially challenging discussions.
- Provide training on safeguarding, confidentiality, and procedures for responding to disclosures that may arise during PSHE lessons.

- Ensure staff understand how to deliver PSHE in an inclusive and age-appropriate manner that reflects the needs of all pupils.
- Offer opportunities for staff to access external training, local authority support, and professional networks where appropriate.
- Make suitable curriculum resources and guidance available to staff.
- Identify additional training needs through monitoring, evaluation, staff feedback, and performance management processes.
- Ensure sufficient time and resources are allocated for staff training.
- Monitor the impact of professional development on the quality of PSHE provision.

10. **Working with Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website
- Making available a paper copy of the policy for any parent and carer that would like one.
- Discussing individual concerns and helping parents and carers support the needs of their children.

Parents have the right to request withdrawal from any non-statutory sex education delivered by the school, but not from Relationships Education, Health Education or National Curriculum Science. If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with the Headteacher who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do outside of the classroom. We will offer advice on the teaching and PSHE / RSE Policy materials available if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

11. **Monitoring and Review**

The implementation and effectiveness of this policy will be monitored by the PSHE Lead, Senior Leadership Team, and Governors as appropriate.

Monitoring activities may include:

- Reviewing curriculum planning and resources.
- Lesson observations and learning walks.
- Discussions with pupils and staff.

- Scrutiny of pupils' work where appropriate.
- Analysis of pupil, parent, and staff feedback.
- Monitoring any safeguarding concerns, trends, or issues identified through PSHE education.

The PSHE curriculum will be evaluated regularly to ensure that it:

- Meets statutory requirements.
- Reflects the needs of pupils and the school community.
- Promotes equality, diversity, inclusion, and safeguarding.
- Supports pupils' personal development, wellbeing, and preparation for life in modern Britain.

The policy will be reviewed every 3 years, or sooner if there are:

- Changes to statutory guidance or legislation.
- Significant changes to the school's curriculum.
- Recommendations arising from monitoring and evaluation activities.

The review process will involve consultation with staff, pupils, parents/carers, governors, and other relevant stakeholders where appropriate.