Ashton West End Primary Academy

PSHE and RSE (PSHER) Policy
DRAFT - Nov 2026

Mission Statement:

‘Today I am proud of my school, tomorrow my school will be proud of me.’

The aim of this policy is to guide teachers and support staff in providing the best possible learning experiences for our children. At Ashton West End Primary Academy we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best.
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the academy community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Our mission sets out our commitment to ‘aiming high’. Improvements in the quality of teaching and learning are brought about through a process, which involves:

- reflection by individual professionals
- acting on planning feedback and guidance
- use of assessment data
- the target setting process
- sharing in-house expertise through
    - joint/team planning
    - discussion with colleagues, subject coordinators and SLT
    - Staff training at school
    - Team teaching lessons
    - Peer observation and lesson studies
- implementation of recommendations arising from classroom observation
- CPD courses

This policy will be reviewed regularly to enable us to take account of new initiatives, curriculum changes, technological developments and any changes to our pupil cohort profile.
(Next view date: Autumn Term 2026)

Aims and Objectives:

PSHE, as a whole, is not a National Curriculum subject in primary schools, however there are government guidelines on the importance of PSHE for the consideration of pupils' personal development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development. Since September 2020, the teaching of relationship and health education (RS&HE) to all pupils (as per section 34 of the Children and Social work act 2017) became statutory.

The Statutory aims for Health Education and Relationships Education are:

- The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they **and their peers** will experience.
- Relationships Education must be provided by all schools providing primary education, including all-through schools and middle schools
- Health Education must be provided by all maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units

A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

- Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship education and the importance of physical activity and diet for a healthy lifestyle.

Relationships education in primary schools, is concerned with the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. A lot of emphasis is on healthy relationships with others and how to deal with those situations that make us uncomfortable. Pupils are also taught to respect different types of relationship and which are acceptable life choices, by law, as well as those which are not. Relationship and health education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide detailed sex education to our pupils. However, where objectives are also covered by the primary science curriculum, these form part of our statutory curriculum. This learning includes the correct terminology for parts of the human body, including genitalia, the changes that occur as we grow from infancy to adulthood – including puberty, and reproduction in plants and animals.

Currently, in line with other local schools, we have decided that non-statutory sex education will not be included in our PSHE scheme of work. Though providing pupils with accurate and correct knowledge will ensure they can make informed and safe choices now, and in the future, we appreciate the concerns of parents in regard to this content. This will be reviewed annually to ensure that our teaching is relevant to our locality and population (Appendix 2 provides context).

Right to withdraw

Parents do not have the right to withdraw their child from statutory relationship education; however, they do have the right to withdraw their children from the non-statutory /non-science components of sex education within PSHE. At Ashton West End Primary Academy, all relationships and health education content is statutory and there is **no right to withdraw.**

Teaching and Learning:

Our PSHE programme promotes the spiritual, moral, cultural, financial, mental and physical development of pupils at Ashton West End Primary Academy, preparing them for the opportunities, responsibilities and experiences of later life. In September 2026, we moved to the 1Decision programme for our PSHE and RSE teaching. This covers all the statutory content of PSHE and RSE as well as having the option to cover non-statutory sex education. At present Ashton West End Primary Academy does not teach non-statutory content. The Year 5 science curriculum also covers the majority of statutory puberty content. Through these lessons, our PSHE learning continues to meet the Department of Education (DfE) recommendations for PSHE and statutory regulations for RS&HE (see Appendix 1) and these core principles will be reviewed annually.

PSHE has a dedicated curriculum time each week in all classes. The teaching of PSHE is primarily through the use of the 1Decision programme, which involve interactive online resources, videos for whole class teaching, and time for independent or group work in dedicated booklets. Any additional content is taught in a variety of ways. These lessons include:

- Discussion and debate
- Role Play
- Stories
- Written responses – reports, pictures, poems, stories
- Use of digital recording – photographs, videos, sound recordings

Our Academy recognises that in all classes, children have a wide range of abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. In PSHE this is usually through the use of mixed ability groupings, TA/CT support, open ended tasks and varied resources for support.

In addition, PSHE is developed through whole-school activities and events:

- Planned assemblies covering different themes, such as British Values.
- Happiness Heroes who meet half termly and promote good mental health and wellbeing throughout school.
- Our school council; the representatives from each class meet regularly to discuss school matters.
- Topic specific immersion days, workshops and courses including Project Chameleon; Safe Squad; Internet Awareness; First Aid; Road Safety and other similar visits and visitors.
- Residential visits, such as Robin Wood, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Themed weeks and whole school events, for examples online safety; anti-bullying etc.
- Visiting speakers.
- A variety of clubs.

- Charitable events, such as MacMillan coffee mornings.
- Roles and responsibilities for pupils in year 5 and 6 including, but not limited to: Head Boy and Head Girl, playleaders, reading buddies, librarians and reception helpers.

Curriculum Planning:

We recognise that PSHE and RS&HE are fundamentally important within the National Curriculum. The school uses 1Decision, alongside Government guidance, as the basis for curriculum planning. The long-term school overview for 1Decision shows the coverage of the PSHE and RS&HE units for each year group.

Review of the programme content ensures that the three core themes, as set out by the DfE, are fully covered by the end of Y6. Each core theme is divided up into three topic areas:

Core Theme 1: Health and Wellbeing

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

Core Theme 2: Relationships

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

Core Theme 3: Living in the Wider World

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE and RS&HE is split into three separate core themes, in reality there is extensive overlap and all of this content is covered by the 1Decision programme. PSHE and RS&HE addresses both pupils' direct experience and preparation for their future. Therefore, the scheme of work builds upon learning through the use of key questions, which develop knowledge, skills and attribute development through revisiting and reinforcing prior learning. This is achieved through extending key knowledge and skills in age and key stage appropriate contexts. At Ashton West End Primary Academy, we feel that PSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

EYFS:

This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

At Ashton West End Primary Academy, we recognise the positive impact that a strong EYFS foundation has on children's learning, particularly in areas such as PSHE. It is at this entry into

school where the differences in children's experience become clear and effective teaching and learning works to reduce gaps and enable all children to reach their potential and develop the skills required to function both in school and wider society. We use the 1Decision EYFS programme and match this to the Statutory EYFS Framework. Objectives are generally taught continuously through daily tasks and activities, with occasional discrete teaching.

Methods for delivering PSE include:

- Circle time
- Discussion
- Topic
- Opportunities for supported activities
- Opportunities for independent activities

Contribution to the other curriculum areas:
By its very nature PSHE and RS&HE runs through the entire school curriculum. From how we act towards others and our environment to how we prepare ourselves for learning, PSHE is an integral part of school life. In addition to the general applications of PSHE, there are some more specific areas where PSHE and RS&HE links are made.

RE
Many aspects of Religious Education have overlaps with PSHE and RS&HE. Good RE teaching and learning will support good PHSE development. Areas of learning with specific relation to PSHE and RS&HE include, but are not limited to:

- learning about charitable work
- moral codes for how we treat others
- how religions teach us about the environment
- dealing with change and upheaval
- learning about key figures in religious history and how they interreacted with others and the environment

English
PSHE and RS&HE teaching and learning develops the use of speaking and listening skills in all year groups. Children are encouraged to debate and use the language of argument and persuasion during in-depth discussions and when presenting their own understanding on a range of topics. Written work, where it is produced, utilises the skills developed through the literacy curriculum. In addition, some literacy topics develop PSHE skills through the texts read and questions asked. For examples when reading stories with dilemmas or researching historical figures for biographical writing.

History
Teaching and learning in history often brings up ways of life that were common in the past, but no longer acceptable in society. From learning about slavery, to how the welfare state was developed, History supports learning in PSHE and RS&HE in a multitude of ways. Through history, children learn how changes in society have come about and the positive impact different individuals, laws and events have had on our society today.

Geography

Geography is concerned with people and places; PSHE and RS&HE is similarly concerned with these things and there are naturally many areas of cross over. In particular, considering the effects of pollution and human development on the environment is one area in which these subjects support each other.

Science

The Heath Education aspects of PSHE and RS&HE have clear links with Science. A positive contribution is made through understanding how our bodies work; how we can keep ourselves healthy; how drugs and medicines are developed and the effects they have; the importance of hygiene; changes in our bodies and emotions as we grow. Effective links between Science and PSHE and RS&HE are crucial to effective understanding of these areas.

PE

As with Science, the contribution of PSHE and RS&HE to PE is clear. There are links made through how to keep fit, active and healthy, as well as developing good mental health. Effective PSHE and RS&HE teaching ensures that the more academic aspects of PE are not missing from the pupil's broad and balanced education.

Computing

Learning in PSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an online safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Inclusion:

At Ashton West End Primary Academy teachers set high expectations for all pupils. Teachers use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

All pupils, regardless of their needs must be part of PSHE & RS&HE lessons, as it is an important part of developing healthy relationships with their peers. Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. This is in line with the school's curriculum policy of providing a broad and balanced education to all children. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those with English as an additional language, those who are gifted and talented, those with special educational needs and those with disabilities.

When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets. We also consider the targets set on pupil centred plans for those with special education needs and/or disabilities. For gifted and talented pupils, we will provide additional opportunities to take responsibility, develop leadership

skills, think creatively and use their talents for the good of the class or the wider community. Where learning takes place outside of the classroom, we will carry out risk assessments to ensure that the activities are safe and appropriate for all pupils. For further details see the SEND policy.

Equality and Diversity:

At Ashton West End Primary Academy, teaching in PSHE and RS&HE will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE and RS&HE education provision, in accordance with the Equality Act 2010. All relationships content will be taught within a framework of the backgrounds and experiences of our school community.

Legislation and guidance:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Assessment for learning:

At Ashton West End Primary Academy, we will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem. Progress in PSHE is assessed through participation and progress in lessons, as observed by the class teacher, and across units of learning. Where appropriate, work is used to provide evidence of learning, however much of the learning in PSHE and RS&HE is through discussion and debate. There are also opportunities for assessment built into the 1Decision programme and these, along with teacher assessment will be built on throughout the year to produce an accurate reflection of pupil's attainment.

Assessment in PSHE and RS&HE will take into account:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

1Decision assessments, lessons and quizzes feed into assessment and portfolios of class work are kept in either a physical or digital format to provide further evidence for assessment, as appropriate. This may be recordings of class discussion, group work, posters or pupil interviews. Evidence of work is also collected in Floor Books.

Types of Assessment

In line with other curriculum subjects, different types of assessment are employed in PSHE lessons as and when appropriate to the learning objective.

Formative – assessment for learning – allows the teacher to see what the child knows, understands, and can do.

Summative – assessment of learning – records overall achievement of the child.
Diagnostic – identifies areas of strength and weakness.

Evaluative – allows teachers and school leaders to see the effectiveness of teaching in terms of performance.

Formative Assessment

Formative assessment involves:

1. Evaluating pupils' level of knowledge.
2. Setting explicit learning objectives.
3. Sharing learning intentions and success criteria with pupils.
4. Questioning effectively.
5. Pupils evaluating their own and peers' performance against success criteria.
6. Teachers and pupils reflecting and reviewing performance and progress.
7. Effective oral feedback to inform pupils what they should do next.
8. Children responding to feedback.

Self-Assessment and Peer Assessment

Peer and self-assessment are ways of engaging children in understanding their progress in learning and identifying next steps in their learning that can be used in addition, and to support, oral feedback from teachers and Support Staff. The aim is to involve children in the analysis and constructive criticism of their own and others work. Learners use the success criteria given as part of the teaching process to make judgements on their own, and peers, learning and identify areas for development – next steps. This is a valuable form of assessment in PSHE and RS&HE and allows for discussion and growth to take place.

Day to Day Assessment

The main focus involves teachers using their professional skills to observe a child to see if the work provided for them is sufficiently challenging to ensure progress or that misconceptions or 'gaps' are not impacting on progress. The assessments are recorded on the planning sheets and used to inform future planning. This may be achieved through:

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging children in reviewing progress

Assessment for Learning – Formative Assessments

The skill, matter or process objectives are made explicit in all planning. Assessment opportunities (described above) form the basis of the planning for learning for the next lesson. Teachers make brief notes in the assessment note column on planning to inform subsequent teaching and learnings. It is best practice to be constantly revising planned learning.

Assessment of Learning – Summative Assessments

At the end of a unit of work, summative assessments are made about each child's achievements throughout the unit. Strengths and areas for development are identified and this informs future learning of the skills matters and processes for the next unit of work. Then at the end of each year a summative judgement is made as to whether individual children are working towards, within, or have mastered their year group expectations in PSHE and RS&HE. This is reported to parents in the end of year report.

Resources:

1Decision resources are included within the whole school subscription and accessible online. There is a parent/ carer zone on the website that allows parents to view a range of the resources used in school. These can be accessed at:
Parent/carer Zone: RSHE and PSHE Support and Guidance

There are also a number of additional PSHE resources in school, mainly comprising of books to support specific topics. In addition, we have copies of the Tameside RSE scheme and the Tameside Drugs, Tobacco and Alcohol Scheme. These are used to supplement where necessary, or for teacher reference.

Roles and responsibilities:

The governing board: The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.
The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The Principal: The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The subject leader: The subject leader is responsible for the day-to-day delivery for the Scheme of Work, ensuring that:

- They support staff with curriculum content and ensure they have the knowledge and understanding to deliver their year group's objectives.
- There is within and between year groups, through the SOW, progression document and scrutiny of planning.
- Lessons are at least good in all stages.
- Provide, source appropriate CPD opportunities.
- Provide/source appropriate resources and maintain these.
- Ensure teaching and learning content fulfils statutory obligations.

Monitoring and review:

The class teacher will monitor the standard of work and progress their children are making in PSHE and RS&HE on a weekly basis. The subject leader is then responsible for monitoring the standard of work and quality of teaching and learning across the Key Stages. This will take the form of planning and portfolio scrutiny, lesson observations and drop-ins to monitor the quality of PSHE and RS&HE teaching and learning. The subject leader will also support colleagues through providing ideas, advice and ensuring they are aware of the resources, including online, available to teach the subject.

Subject content, including non-statutory RSE, will be reviewed annually to assess the appropriate coverage for our school community.

Appendix 1 - Regulations

Relationships Education, Relationships and Sex Education, and Health Education

The revised statutory guidance from the Department for Education (DfE), issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996, came into effect on 1 September 2026.

The full document can be accessed here:
Relationships and sex education (RSE) and health education - GOV.UK

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

The regulations and guidance in relation to Health Education do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

Appendix 2 – Data

Data to understand the health and wellbeing needs of the local school-age population

https://fingertips.phe.org.uk/profile/child-health-profiles/supporting-information/young-people

Public Health England's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one easily accessible hub. It includes school-age health profiles and young people's health profiles. There are also early years health profiles.

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population, while providing information on these issues for parents.