Hazlemere Church of England Combined School and Nursery

PSHE/RSE Policy
2026-2027

Prepared by:	*Tamara Brocklehurst* *Inclusion Manager*
Approved by:	*Full Governing Body* *October 2026*
Signature of Chair of Governors:	
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Vision

To promote positive well-being and mental health of all children and ensure they are provided the opportunity to express and understand their emotions in a safe and respected environment.

Definition

PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education.
At Hazlemere CE Combined School, we use the Kapow Primary scheme to deliver a broad and balanced curriculum covering personal, social, health, economic, relationship and citizenship education, including primary-appropriate sex education.
PSHE & RSE support pupils to maintain mental and physical health, build positive relationships and stay safe.
It ensures pupils receive accurate, age-appropriate knowledge to make informed choices.

Implementation

RSE and PSHE are an entitlement for all young people. At Hazlemere Church of England Combined School, difference and diversity are considered when delivering all curricula. Special educational needs or disability, gender and age, nationality, religion, cultural and linguistic background, all affect access to RSE/PSHE. Our curriculum is spiral, progressive and inclusive, ensuring knowledge is built over time and meets the needs of all learners.

At Hazlemere Church of England Combined School the RSE/PSHE curriculum follows three strands: Health and Wellbeing, Relationships, and Living in the Wider World.

It is delivered using Kapow units including My Healthy Self, Connecting with Others and Citizenship

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE/PSHE programmeme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgmental manner
- Through pupil voice, be involved in developing and evaluating the content and delivery of their RSE/PSHE programmeme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE/PSHE
- Contribute their views and ideas in support of the development of RSE/PSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE/PSHE is taught
- Understand their rights and responsibilities in relation to RSE/PSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgmental manner.

RSE/PSHE is part of the wider agenda of promoting positive relationships for children and young people. Our RSE/PSHE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- Safeguarding and Child Protection

Curriculum Structure

1. Health and Wellbeing
Includes:

- Mental health, emotions, resilience
- Physical health, diet, hygiene
- Puberty and growing up
- Personal safety and risk management

2. Relationships
Includes:

- Families and friendships
- Respect, kindness and equality
- Consent, boundaries and safety
- Anti-bullying and inclusion

3. Living in the Wider World
Includes:

- Economic wellbeing (money, careers)
- Citizenship and British values
- Online safety and digital literacy

4. Online Safety (Enhanced for 2026)
Pupils learn about:

- Online relationships and behaviour
- Privacy, consent and data protection
- Risks including scams, fraud and unsafe content
- Critical evaluation of online information

5. Personal Safety (Statutory Requirement)
Pupils are taught:

- How to recognise hazards and manage risks
- Safety around roads, water and public spaces
- Body autonomy and boundaries
- How to seek help and report concerns

6. Safeguarding
RSE/PSHE supports safeguarding by teaching pupils to:

- Recognise unsafe relationships
- Understand consent and boundaries
- Identify trusted adults
- Report concerns, including online harms

Impact Aims

The aims of relationships and sex education (RSE/PSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of personal growth and development, as well as 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

Planning, teaching and learning

- Teaching methods take into account the developmental differences of children
- There is opportunity for discussion in whole class or small groups
- Teaching will focus on both boys and girls. Where necessary, sessions will be taught to boys and girls separately
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed
- Teachers can protect pupils' privacy by using distancing techniques i.e. depersonalizing discussions
- Ground rules should reduce the chances of unexpected questions but in the event of inappropriate questions the teacher should return to it later
- Techniques used in other subjects are effective in RSE/PSHE e.g. pre-assessment (what do we already know) what we want to find out, role play, discussion and reflection

RSE is delivered by class teachers as part of the PSHE curriculum. The year group teachers or Higher level teaching assistant will deliver all lessons, consulting with a school nurse and members of the SLT where necessary.

Equal opportunities and Inclusion

In line with our Equal Opportunities Policy, we are committed to providing a teaching environment conducive to learning. At Hazlemere Church of England Combined School, we understand the importance of ensuring that all children in our school receive their entitlement to RSE/PSHE.

Each child is valued, respected and challenged regardless of their social background, culture, race, religion, gender or ability. We will therefore carefully consider special educational needs or disability, gender, age, nationality, religion, cultural and linguistic background when planning and delivering RSE/PSHE.

We ensure:

- Representation of diverse families and communities
- Respect for protected characteristics
- Adaptations for SEND
- No stigma or discrimination

Safeguarding and Child Protection:

In the case of any disclosure from a pupil, all staff will abide by the Safeguarding and Child Protection procedures and will report any disclosure to the designated person for child protection immediately.

Working with Parents

The school will seek to work in partnership with parents when planning and delivering RSE/PSHE. The school's RSE/PSHE programme is designed to complement and support the role that parents play. Parents must be reassured that teachers' personal beliefs and attitudes won't influence teaching of RSE/PSHE.

RSE/PSHE is supported by the schools' wider policies to ensure that there is a focus on healthy relationships and an awareness of personal growth and development.

RSE/PSHE contributes to the Spiritual, Moral, Social and Cultural Development of the pupils.

Parents can access the whole school overview on the school website in order to become more aware of what their children will be learning about each term.

Any parent or carer who wishes to withdraw their child from non-statutory material should, in the first instance, contact the Class Teacher to discuss the matter. The RSE/PSHE plans will be used to guide the discussion to explain clearly which areas of RSE/PSHE are statutory and which are non-statutory. There will also be consultation sessions prior to the RSE sections of the curriculum are taught. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE/PSHE is planned for their child's class/year group. We would like to send home the resources used in school to support parents when having these conversations, if the decision is made to withdraw a child from these lessons. Parents can receive a copy of this policy upon request.

Assessment

Assessment in RSE and PSHE is primarily formative and is used to support and inform teaching rather than to generate formal data outcomes. Teachers assess pupils' understanding through a range of approaches, including questioning, observation, class discussions and pupil reflections. Opportunities for assessment are embedded within lessons through structured dialogue, retrieval activities and reflective tasks, allowing teachers to identify misconceptions and adapt teaching in real time. As much of the learning in RSE and PSHE relates to skills, attitudes and behaviours, progress is often demonstrated through pupil voice, role play, group work and the application of learning in everyday school contexts, such as interactions with peers and responses to real-life situations. Where appropriate, brief and purposeful records may be made to capture significant learning or development, but assessment remains proportionate and focused on supporting pupils' ongoing personal development rather than creating unnecessary workload.

Appendix 1

Long Term RSE & PSHE Plan – topics may change order to align with the wider curriculum.

EYFS

Autumn 1	Self-regulation: My feelings 6 lessons In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	**Autumn 2**	Building relationships: Special relationships 6 lessons In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individuals and explore diversity through thinking about similarities and differences.
Spring 1	Managing self: Taking on challenges 6 lessons In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and learn new skills that will help them show resilience and perseverance in the face of challenge.	**Spring 2**	Self-regulation: Listening and following instructions 6 lessons In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.
Summer 1	Building relationships: My family and friends 6 lessons In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.	**Summer 2**	Managing self: My wellbeing 6 lessons In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

Year 1

Autumn 1	How can we look after our emotions?	**Autumn 2**	Connecting with others: How can I help myself and others feel happy and safe?
Spring 1	How do we spend time online?	**Spring 2**	Citizenship: How can I help others and the environment?
Summer 1	Health protection: How can I protect myself and others in daily life?	**Summer 2**	Staying safe: How can I stay safe?

Year 2

Autumn 1	My healthy self: How can we look after our bodies?	**Autumn 2**	Connecting with others: How can I build safe, kind and caring relationships with others?
Spring 1	The online world: How are things shared online? New content.	**Spring 2**	Citizenship: How do people belong to a community and earn money?
Summer 1	Growing up: How can we look after and respect our bodies as we grow?	**Summer 2**	Staying safe: How can I make safe choices in different places?

Year 3

Autumn 1	How can I take care of my mind and body?	**Autumn 2**	Connecting with others: What helps us feel safe and included?
Spring 1	The online world: How should we communicate online?	**Spring 2**	Citizenship: What rights and responsibilities do we have?
Summer 1	Healthy protection: How can we prevent illness and injury and respond if they happen?	**Summer 2**	Citizenship: What careers do people choose and why?

Year 4

Autumn 1	My healthy self: How can I make healthy choices?	**Autumn 2**	Connecting with others: How can we respect each other?
Spring 1	The online world: How can I evaluate what I see online?	**Spring 2**	Citizenship: How can I spend my money wisely?
Summer 1	Growing up: How will my body and emotions change as I grow up?	**Summer 2**	Staying safe: What signs help me recognise what is safe or unsafe?

Year 5

Autumn 1	How can I support my mind and body as I grow?	**Autumn 2**	Connecting with others: Why are healthy relationships important?
Spring 1	The online world: How am I influenced by what I see online?	**Spring 2**	Citizenship: How can we make a difference in our communities and beyond?
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up?	**Summer 2**	Citizenship: How can we be in control of our money?

Year 6

Autumn 1	My healthy self: How do my choices today shape my future wellbeing?	**Autumn 2**	Connecting with others: What does it mean to stand up for myself and others?
Spring 1	The online world: How do I feel about being online?	**Spring 2**	Citizenship: How can we protect everyone's rights?
Summer 1	Staying safe: How can I stay safe as I grow up?	**Summer 2**	Sex education: How do people become parents and carers?