

Gateway Academy



Personal, Social, Health and Economic (PSHE) and Relationships Education Policy

Written by: Amina Mohammed

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Next review due by: July 2027 (or sooner if further statutory changes)

PURPOSE, VISION AND SCOPE

At Gateway Academy, PSHE is a planned and progressive part of our broad and balanced curriculum. It supports pupils to develop the knowledge, understanding and skills they need to be safe, healthy, respectful, responsible and prepared for life in modern Britain.

This policy covers Personal, Social, Health and Economic (PSHE) education from Nursery to Year 6. Within PSHE, Relationships Education and Health Education are statutory for primary-age pupils. Personal, Social and Emotional Development (PSED) is statutory within the Early Years Foundation Stage (EYFS). Wider PSHE, including economic wellbeing and careers-related learning, is taught because it supports pupils' personal development and preparation for later life.

The curriculum reflects The Gateway Way and the school expectations to Be Kind, Be Safe and Be a Learner.

AIMS

- build positive, respectful and healthy relationships
- understand how to look after physical health and mental wellbeing
- recognise emotions and develop strategies for self-regulation and resilience
- understand personal boundaries, privacy and consent in age-appropriate contexts
- recognise unsafe, abusive or exploitative situations, including online, and know how to seek help
- understand bullying, prejudice and discrimination and how to respond safely
- respect difference and understand equality and the protected characteristics in age-appropriate ways
- become safe, critical and responsible users of technology
- develop financial awareness, aspirations and an understanding of economic wellbeing
- understand rights, responsibilities, democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs

STATUTORY AND LEGAL FRAMEWORK

This policy has been written with regard to current legislation and statutory guidance, including:

- Children and Social Work Act 2017
- Education Act 2002 and Education Act 1996
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (Department for Education), revised guidance in force from 1 September 2026

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Keeping Children Safe in Education 2026
- Early Years Foundation Stage statutory framework for group and school-based providers, in force from 1 September 2026
- Equality Act 2010 and the Public Sector Equality Duty
- SEND Code of Practice: 0 to 25 years
- Working Together to Safeguard Children
- Prevent duty guidance
- National Curriculum in England, including statutory Science content
- guidance on promoting fundamental British values

As an Academy, Gateway Academy must provide a broad and balanced curriculum. Relationships Education is compulsory for pupils receiving primary education, and Health Education is compulsory in state-funded primary schools, including academies. The Academy must have an up-to-date written Relationships Education policy, make it available free of charge on request and publish it on the school website.

Where the Academy departs from a 'should' or 'should not' statement in the statutory RSHE guidance, it will have clear and recorded reasons for doing so.

POLICY DEVELOPMENT, CONSULTATION AND TRANSPARENCY

When this policy is developed or reviewed, Gateway Academy will proactively engage and consult parents and carers. The Academy will also take account of pupil voice, staff expertise, safeguarding information and the views of governors. Consultation will be proportionate, accessible and clearly recorded.

Parents and carers will be able to see what is taught and when through the published curriculum overview and year-group maps. On request, the Academy will make curriculum materials used for Relationships Education, Health Education and any additional primary sex education available for parents and carers to view, subject only to lawful restrictions such as copyright.

If emerging safeguarding concerns or pupil needs require significant teaching outside the published curriculum or policy, parents and carers will be informed in advance where appropriate, and relevant materials will be available on request.

A copy of this policy is published on the Academy website and is available free of charge to anyone who asks for one.

CURRICULUM ORGANISATION AND DELIVERY

PSHE is taught through planned weekly lessons across the school and reinforced through the wider curriculum and school life. The curriculum is sequenced from Nursery to Year 6 so that pupils revisit key concepts at increasing depth.

Learning is delivered through:

weekly PSHE lessons and high-quality classroom discussion

PSED teaching and continuous provision in Nursery and Reception

Science, Computing, PE, RE and other relevant curriculum subjects

assemblies, pupil leadership, enrichment and educational visits

safeguarding and online-safety education

restorative conversations and everyday modelling of respectful relationships

Class teachers are normally responsible for teaching PSHE. Where another member of staff or an external visitor contributes, the class teacher remains responsible for the learning, safeguarding and suitability of the session. External provision will complement rather than replace the planned curriculum.

Early Years Foundation Stage

In Nursery and Reception, children develop the foundations for PSHE principally through the statutory PSED area of learning and through Communication and Language, Physical Development and Understanding the World. Teaching supports self-regulation, managing self, building relationships, independence, healthy routines, personal safety and knowing how to seek help.

STATUTORY RELATIONSHIPS EDUCATION

By the end of primary education, pupils are taught the statutory content within the following areas. Teaching is age-appropriate, carefully sequenced and responsive to pupils' needs.

Families and people who care for me

- the importance of safe, caring and stable family relationships
- that families can take different forms and should be treated with respect
- marriage and civil partnership as legally recognised commitments
- how to recognise when family relationships make them feel unhappy or unsafe and how to seek help

Caring friendships

- how friendships are formed and maintained
- kindness, honesty, trust, loyalty, generosity and mutual respect
- that friendships may have difficulties and how conflict can be managed without violence
- how to recognise unhealthy or uncomfortable friendships and get support

Respectful, kind relationships

- healthy boundaries, assertiveness, self-respect and respect for others
- courtesy, manners, empathy and consideration of others' needs
- different types of bullying, including online bullying, bystander responsibility and how to get help
- stereotypes, prejudice and discrimination and how to challenge them safely

Online safety and awareness

- that the same standards of respect apply online and offline
- peer pressure, harmful contact and people who may misrepresent who they are online
- privacy, location settings, personal information and the risks of sharing images or content
- age restrictions for social media and where to report concerns or get support

Being safe

appropriate boundaries and privacy

that a person's body belongs to them and the difference between appropriate and inappropriate or unsafe contact

how to recognise harmful or dangerous relationships, including emotional, physical and sexual abuse, in age-appropriate terms

how to ask for help, report concerns and keep trying until they are heard

correct and confident vocabulary for body parts where needed for safeguarding and health

Statutory Health Education

The Health Education curriculum enables pupils to make informed decisions about physical and mental health and to recognise when they or others may need help. The statutory primary content includes:

General wellbeing and mental wellbeing

- the benefits of physical activity, time outdoors, hobbies, helping others, rest and positive relationships
- a broad vocabulary for emotions and an understanding that difficult feelings can be normal
- strategies for self-regulation, perseverance, dealing with setbacks and seeking support
- how and where to ask for help for themselves or another person

Wellbeing online

- healthy use of devices and a balance between online and offline activities
- how online content, advertising and comparison can affect wellbeing
- the risks of online gaming, in-game monetisation, scams, fraud and addictive patterns
- how information is selected and targeted online and how to think critically about what they see
- privacy, data sharing and how to report harmful online behaviour or content

Physical health and fitness

- the physical and mental benefits of an active lifestyle
- how to build regular physical activity into daily life and the risks of inactivity
- how and when to seek support about health concerns

Healthy eating

- what constitutes a healthy diet and the principles of planning and preparing healthy meals
- the importance of a healthy relationship with food
- the risks associated with poor diet, including tooth decay and unhealthy weight gain

Drugs, alcohol, tobacco and vaping

- age-appropriate facts about medicines, legal and illegal harmful substances and associated risks
- smoking, vaping, alcohol and drug-taking
- the risk of nicotine addiction, including from nicotine pouches

Health protection and prevention

- early signs of physical illness and when to seek advice
- sun safety, good-quality sleep, personal hygiene and infection prevention
- dental health, including brushing with fluoride toothpaste and regular dental checks
- the facts and scientific evidence relating to vaccination and immunisation, taught at an appropriate point

Personal safety and basic first aid

hazards and ways to reduce risk, including fire safety

road, railway and water safety, including the water safety code

how to make a clear and efficient emergency call, including the importance of reporting an incident rather than filming it

basic first aid for common injuries and ailments, including head injuries

Developing bodies

- growth, the human lifecycle and puberty as a stage of development
- the correct names of relevant body parts, including penis, vulva, vagina, testicles, scrotum and nipples, together with privacy and body boundaries
- the menstrual cycle, including physical and emotional changes, taught before it is likely to be needed

The Academy supports pupils to manage menstruation sensitively and with dignity, including access to period products where needed.

Primary sex education and the right to withdraw

Relationships Education and Health Education are statutory and parents do not have a right to withdraw their child from these subjects. Parents also cannot withdraw a child from statutory National Curriculum Science, including relevant teaching about puberty or reproduction.

Primary schools may choose to teach additional sex education beyond the statutory Relationships Education, Health Education and Science curriculum. The Department for Education recommends that primary schools teach sex education in Year 5 and/or Year 6.

Gateway Academy position – confirm before policy approval: the current curriculum documents supplied for this policy do not identify a separate programme of additional primary sex education beyond statutory Relationships Education, Health Education and Science. The Academy should confirm this position against the Year 5 and Year 6 curriculum maps before approval. If additional

sex education is taught, the policy and curriculum overview must identify the content and timing clearly.

Where the Academy teaches additional primary sex education:

- parents and carers will be consulted about the content
- parents will be informed in advance about when it will be taught
- parents have the right to request withdrawal from some or all of that additional sex education
- the CoHeadteachers will automatically grant a primary-phase withdrawal request, except for content taught as part of statutory Science
- before withdrawal, it is good practice for a CoHeadteacher to discuss the request with the parent and, where appropriate, the child, and a record will be kept
- a pupil who is withdrawn will receive appropriate, purposeful education during the lesson
- teachers will respond appropriately to questions from pupils who have been withdrawn, without teaching the withdrawn content

Safe, inclusive and sensitive teaching

PSHE is taught within a safe, respectful and inclusive learning environment. Staff establish and revisit clear ground rules, including respectful listening, appropriate language and the limits of confidentiality.

Teachers provide factual, balanced and evidence-informed information. Personal beliefs are not presented as fact. Teaching does not shame, stigmatise or stereotype pupils, and safeguarding content is introduced in a way that does not cause unreasonable alarm or appear to normalise harmful behaviour.

Pupils are encouraged to ask questions. Staff answer honestly, accurately and at an age-appropriate level. If a question falls outside the planned learning, is not suitable for whole-class discussion or raises a safeguarding concern, the teacher will use professional judgement and may seek advice from the PSHE Subject Leader or Designated Safeguarding Lead.

No member of staff can promise a pupil complete confidentiality. If a disclosure or concern indicates that a child may be at risk of harm, staff will follow the Child Protection and Safeguarding Policy immediately.

EQUALITY, SEND AND ACCESSIBILITY

Gateway Academy fulfils its duties under the Equality Act 2010 and the Public Sector Equality Duty. Teaching is inclusive and promotes respect for all pupils and families. Pupils learn about the protected characteristics in ways that are age-appropriate and relevant to primary education.

The curriculum positively reflects a range of family structures and backgrounds, including single-parent families, families with same-sex parents, families headed by grandparents, kinship care, adoptive families and foster families, without stigmatising any pupil.

Pupils with SEND have equal entitlement to the curriculum. Content is made accessible through reasonable adjustments and appropriate adaptations such as visual supports, pre-teaching, simplified language, structured discussion, repetition, small-group work or additional adult support. Adaptation must not remove essential safeguarding knowledge.

Pupils with EAL are supported with explicit vocabulary teaching, visual cues, modelling and checks for understanding. Language need must never prevent access to essential safeguarding or health messages.

EXTERNAL VISITORS AND RESOURCES

Resources and visitors are quality-assured before use. Materials must be age-appropriate, accurate, inclusive, evidence-informed and suitable for the needs of pupils. External visitors must work within the Academy's safeguarding procedures, and a member of school staff remains present and responsible for the session.

The school remains responsible for what is taught, even where an external provider delivers part of a lesson. Parents and carers may request to view materials used in RSHE, in line with the transparency arrangements set out in this policy.

ASSESSMENT

Assessment in PSHE is primarily formative. Teachers assess pupils' developing knowledge, understanding and skills through discussion, questioning, observation, pupil voice, reflection and application of learning. Assessment does not judge pupils' personal beliefs, family circumstances or individual experiences.

Assessment information is used to identify misconceptions, inform future teaching, support pupils who need additional help and check progression through the curriculum.

ROLES AND RESPONSIBILITIES

Governing Board

- ensure statutory Relationships Education and Health Education requirements are met
- approve the policy and ensure that required consultation and publication arrangements are in place
- monitor the effectiveness, inclusion and statutory compliance of provision
- hold the CoHeadteachers to account for implementation

CoHeadteachers

- ensure the curriculum is implemented consistently and statutory requirements are met
- ensure staff are appropriately trained and supported
- ensure safeguarding, equality and SEND duties are embedded in teaching
- ensure parents and carers receive clear information about curriculum content and materials
- oversee any requests for withdrawal from additional primary sex education
- ensure the policy and curriculum remain current

PSHE Subject Leader

- maintain a progressive curriculum and year-group maps
- support staff with planning, subject knowledge and delivery
- quality-assure resources and external provision
- monitor curriculum coverage, teaching, pupil understanding and inclusion
- review current statutory guidance and recommend updates

All staff

- teach the agreed curriculum professionally, sensitively and objectively
- create a safe and inclusive learning environment
- make reasonable adjustments and adaptations where needed
- model respectful relationships and professional boundaries
- respond to disclosures and safeguarding concerns in line with school procedures

MONITORING, EVALUATION AND STAFF DEVELOPMENT

The PSHE Subject Leader and CoHeadteachers monitor provision through a proportionate programme that may include planning scrutiny, learning walks, work or floor-book review, pupil voice, staff feedback, assessment information and review of safeguarding themes.

Monitoring checks statutory coverage, sequencing, quality of teaching, pupil understanding, accessibility, safeguarding messages and the impact of curriculum development. Findings inform curriculum changes, professional development and resource decisions.

Staff who teach PSHE receive appropriate training and updates, including safeguarding, responding to sensitive questions, equality and inclusion, online safety and changes to statutory guidance.

LINKS WITH OTHER POLICIES

- Child Protection and Safeguarding Policy

- Behaviour Policy / Relationships and Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Computing Policy
- Equality Information and Objectives
- SEND Policy and SEND Information Report
- Accessibility Plan
- Mental Health and Wellbeing Policy
- First Aid policies
- Educational Visits Policy
- Staff Code of Conduct
- Complaints Policy
- EYFS Policy

REVIEW

This policy will be reviewed at least annually, and sooner where legislation, statutory guidance, safeguarding priorities or the needs of the school community change. Each review will include parent/carers engagement as required by the statutory RSHE guidance. The reviewed policy will be presented to the Governing Board for approval and published on the Academy website.

Appendix 1 – Statutory primary curriculum checklist

The detailed year-group curriculum maps should show where each of the following statutory areas is taught and revisited.

Area	Statutory content	Curriculum location
Relationships Education	Families and people who care for me	Year(s): _____
Relationships Education	Caring friendships	Year(s): _____
Relationships Education	Respectful, kind relationships	Year(s): _____
Relationships Education	Online safety and awareness	Year(s): _____
Relationships Education	Being safe	Year(s): _____

Health Education	General wellbeing / mental wellbeing	Year(s): _____
Health Education	Wellbeing online	Year(s): _____
Health Education	Physical health and fitness	Year(s): _____
Health Education	Healthy eating	Year(s): _____
Health Education	Drugs, alcohol, tobacco and vaping	Year(s): _____
Health Education	Health protection and prevention	Year(s): _____
Health Education	Personal safety	Year(s): _____
Health Education	Basic first aid	Year(s): _____
Health Education	Developing bodies, puberty and menstruation	Year(s): _____

Appendix 2 – National Curriculum Science and PSHE

PSHE complements but does not replace statutory Science. The Academy's Science curriculum includes the relevant statutory content on the human body, growth, life cycles, reproduction in some plants and animals, health and hygiene. Any additional teaching about human conception or birth must be clearly identified as Science or additional primary sex education so that parents understand whether the right to withdraw applies.

Parents cannot withdraw pupils from statutory Science.

Appendix 3 – Key statutory references

Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance – revised guidance in force from 1 September 2026.

Department for Education: Keeping Children Safe in Education 2026.

Department for Education: Early Years Foundation Stage statutory framework for group and school-based providers – in force from 1 September 2026.

Equality Act 2010.

SEND Code of Practice: 0 to 25 years.

National Curriculum in England: Science programmes of study.