

PSHE/HRE Policy

Approved by Governors **September 2026**

To be reviewed **September 2027 (or in light of any new legislation)**

1. Policy statement and subject intent

At Whitefield Infant School and Nursery, Personal, Social, Health and Economic (PSHE) education is an essential part of our broad and balanced curriculum. It enables children to become healthy, happy, confident, independent and responsible members of their school, family and wider community. Our curriculum helps children to understand themselves, develop positive relationships, manage their feelings, keep themselves safe, make healthy choices and develop the knowledge, vocabulary and skills they need for life.

Our PSHE curriculum is inclusive, aspirational, age- and stage-appropriate and responsive to the needs of our children. It is designed to support children to know more, remember more and understand more, while recognising that personal development is supported by the whole-school culture as well as by discrete teaching.

The school uses the PSHE Association programme as the principal framework for planning and progression. Our curriculum map and progression documents identify where statutory Relationships Education and Health Education content is taught across EYFS and Key Stage 1, alongside wider PSHE content including economic wellbeing, citizenship, digital resilience and preparation for life.

Our aims

- Create a secure, respectful and aspirational environment in which children feel valued, listened to and able to learn.
- Develop children's self-esteem, self-awareness, emotional literacy, resilience, self-regulation and independence.
- Teach children how to form and sustain healthy, respectful and caring relationships.
- Give children the knowledge and skills to recognise risks, set boundaries, seek help and keep themselves and others safe, including online.
- Promote physical health, mental wellbeing, healthy lifestyles, good hygiene, healthy eating, physical activity and appropriate rest.
- Help children understand diversity, equality, difference, rights and responsibilities and challenge prejudice, stereotypes and bullying.
- Develop children's understanding of money, economic wellbeing, communities, work and aspirations in age-appropriate ways.
- Work in partnership with parents and carers and listen to children's views when developing and reviewing PSHE provision.

2. Statutory framework and national guidance

This policy has been updated in light of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the Department for Education (DfE) in July 2025 and in force from 1 September 2026. Schools must have regard to the statutory guidance. Relationships Education is compulsory in primary schools and Health Education is compulsory in state-funded primary schools. PSHE education as a wider subject remains the framework through which the school delivers statutory RSHE together with wider personal development.

- DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance (July 2025; in force 1 September 2026).

- Education Act 2002 and Education Act 1996, including the statutory duty to have regard to DfE guidance and to maintain and publish a Relationships Education/RSE policy as applicable.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- National Curriculum in England, including statutory Science content relevant to the human body, growth and development.
- Early Years Foundation Stage statutory framework and Development Matters, including Personal, Social and Emotional Development.
- Keeping Children Safe in Education 2026 and the school's safeguarding and child protection procedures.
- Working Together to Safeguard Children 2026 and relevant local safeguarding arrangements.
- Equality Act 2010 and the Public Sector Equality Duty, as applicable.
- PSHE Association 2026 Programme of Study and associated curriculum planning resources.

The school will keep this policy and its curriculum under review so that provision remains aligned with statutory requirements and emerging safeguarding, health, digital and local needs.

3. Curriculum structure and coverage

The PSHE Association programme provides the framework for a coherent, progressive curriculum. The school does not treat statutory RSHE as a stand-alone subject: it is taught through planned PSHE lessons and appropriate links with Science, Computing, PE, English, Forest School, assemblies, circle time, class discussion, pastoral support and the wider life of the school.

The curriculum is organised around the PSHE Association's three broad areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these areas, the school's progression and curriculum map cover, as appropriate to age and stage:

- mental health and emotional wellbeing, including recognising and talking about feelings, self-regulation, resilience, loneliness and seeking help;
- physical health and fitness, healthy eating, sleep, hygiene, dental health, illness prevention and healthy routines;
- personal safety, hazards, fire safety, road, rail and water safety, basic first aid and knowing how to call for help;
- families and people who care for us, caring friendships and respectful relationships;
- boundaries, privacy, body autonomy, assertiveness, kindness, conflict resolution and recognising unsafe or harmful relationships;
- bullying, including online bullying, prejudice, stereotypes, equality and respect;
- online safety and wellbeing, including age restrictions, respectful online behaviour, privacy, personal data, consent, harmful content and seeking help;
- online gaming, game monetisation, scams, fraud and other age-appropriate financial harms;
- growth and development, including correct anatomical vocabulary and age-appropriate learning about the human lifecycle;
- change, loss and bereavement, recognising different feelings and ways of grieving;

- drugs, alcohol, tobacco, vaping and nicotine products, taught at an age-appropriate level;
- money, saving, spending, economic wellbeing, work and aspirations;
- communities, responsibilities, democracy, British values and children's participation in school life.

The school's curriculum map provides the detailed year-group coverage and sequencing. It is reviewed against the DfE statutory content and the current PSHE Association Programme of Study so that teachers can demonstrate coverage, progression and appropriate repetition.

3.1 Statutory Relationships Education – key content

DfE area	How this is addressed at Whitefield
Families and people who care for me	Positive, safe and caring families; different family structures; respect for family differences; recognising when relationships feel unsafe and seeking help.
Caring friendships	Making and maintaining friendships; kindness, inclusion, loneliness; repairing friendships; managing conflict without violence.
Respectful, kind relationships	Boundaries, privacy, courtesy, self-respect, assertiveness, needs and preferences, managing disappointment/frustration, equality and stereotypes.
Online safety and awareness	Respectful online behaviour, age restrictions, privacy and location settings, personal data, harmful content/contact, scams and financial harms, reporting concerns.
Being safe	Body autonomy, appropriate/inappropriate contact, safe and unsafe secrets, trusted adults, recognising harmful relationships and reporting concerns.

3.2 Statutory Health Education – key content

DfE area	How this is addressed at Whitefield
General wellbeing and mental health	Emotions, wellbeing, self-care, physical/mental health links, loneliness, bullying, change/loss/bereavement, resilience and help-seeking.
Wellbeing online	Positive and negative aspects of the internet, screen use, online relationships, age restrictions, critical thinking, targeted information, privacy and reporting concerns.
Physical health and fitness	Active lifestyles, physical activity, outdoor learning, healthy routines and knowing when/how to seek help.
Healthy eating	Healthy diet, positive relationship with food, meal planning/preparation, poor diet and tooth decay.

Drugs, alcohol, tobacco and vaping	Age-appropriate understanding of harmful substances, smoking/vaping, alcohol and drug-taking, including nicotine addiction.
Health protection and prevention	Illness, sun safety, sleep, dental health, hygiene, germs, vaccination and immunisation.
Personal safety	Hazards, fire safety, road, rail and water safety and strategies for reducing risk.
Basic first aid	How to seek emergency help and age-appropriate basic first-aid knowledge, including common injuries.
Developing bodies	Growth and human lifecycle; correct anatomical terminology; body privacy and boundaries. Puberty content is addressed only where age/stage appropriate and within the school's infant provision.

4. Early Years Foundation Stage

In Nursery and Reception, PSHE is rooted in the EYFS statutory framework, particularly Personal, Social and Emotional Development (PSED), while making purposeful connections across the seven areas of learning. Children learn through relationships, routines, play, stories, modelling, adult interactions, Forest School and planned experiences.

- Building secure relationships and developing a sense of self.
- Naming and managing emotions and beginning to use self-regulation strategies.
- Developing independence, healthy routines, hygiene and physical wellbeing.
- Learning to cooperate, share, take turns, resolve simple conflicts and show kindness.
- Understanding simple rules, boundaries, privacy and personal safety.
- Knowing trusted adults and developing confidence to ask for help.
- Developing early awareness of safe technology use and online/offline behaviours.
- Developing respect for similarities and differences between people and families.

EYFS planning is informed by Development Matters and the Early Learning Goals, while ensuring that statutory Relationships Education and Health Education expectations are introduced in a developmentally appropriate way.

5. Teaching and learning

PSHE is taught through a combination of discrete lessons and planned opportunities across the curriculum and school day. Weekly assemblies, class discussion, circle time, pupil voice and wider school experiences reinforce key learning.

- Lessons are participative, interactive and developmentally appropriate.
- Teachers use clear learning intentions, appropriate vocabulary, stories, scenarios, discussion, role play and practical activities.
- Ground rules are established so that children know how to listen, respect others and participate safely.
- Teaching uses distancing techniques where appropriate, for example fictional characters, stories or scenarios rather than requiring children to disclose personal experiences.

- Teachers do not ask children to reveal private information or personal experiences in front of peers.
- Learning is sequenced carefully so that children receive protective and preventative knowledge before they are likely to need it.
- The school avoids fear-based teaching and aims to build positive knowledge, skills, confidence and healthy norms.
- Children are encouraged to ask questions. Staff respond honestly, calmly and age-appropriately, referring questions beyond the curriculum to parents/carers or an appropriate trusted adult where necessary.

5.1 Correct anatomical vocabulary

In line with the 2026 statutory guidance, children will be introduced to correct anatomical terminology at an age-appropriate point. Teaching will emphasise that these body parts are private, that each person's body belongs to them, and that children should be able to communicate boundaries and seek help if they feel unsafe.

5.2 Sex education and parental withdrawal

Whitefield Infant School does not currently provide a separate programme of sex education beyond content that is required within the National Curriculum for Science and statutory Relationships/Health Education. Science teaching is statutory and there is no parental right to withdraw a child from statutory Science.

If the school proposes to introduce additional sex education, it will consult parents and update this policy before implementation. Where primary sex education is provided, parents have the right to request withdrawal from some or all of that additional sex education, except for content taught as part of Science. Any request will be handled in accordance with the 2026 DfE statutory guidance.

6. Inclusion, equality and SEND

PSHE is for every child. Teaching is adapted to meet children's developmental, educational, communication and access needs. The school recognises that pupils with SEND may be more vulnerable to some harms and that accessible Relationships and Health Education is an important part of safeguarding and preparation for adulthood.

- Teachers use differentiated language, visuals, modelling, repetition, concrete examples and alternative communication approaches where needed.
- Resources are adapted for sensory, cognitive, communication and emotional needs.
- Children with SEND are not excluded from PSHE because content is sensitive; instead, teaching is adapted appropriately.
- Teaching reflects a range of family structures and avoids stigmatising children because of their home circumstances.
- The school complies with the Equality Act 2010 and does not discriminate against pupils in the delivery of PSHE/RSHE.
- Children are taught to respect people who are different from themselves and to challenge bullying, prejudice and stereotypes.
- Where content involves biological sex, gender reassignment or other protected characteristics, teaching follows the 2026 DfE guidance and remains factual, age-appropriate, respectful and non-stereotyping.

7. Safeguarding and the preventative curriculum

PSHE and Relationships Education are important elements of the school's preventative safeguarding curriculum. Children are taught that they have rights over their own bodies and personal information, how to recognise unsafe situations, how to identify trusted adults, and how to report concerns and keep asking for help until they are heard.

- All staff follow the school's current Safeguarding and Child Protection Policy and KCSIE 2026.
- Any disclosure or safeguarding concern arising during a PSHE lesson is dealt with in accordance with school procedures and referred to the Designated Safeguarding Lead (DSL) or deputy immediately.
- Staff do not promise confidentiality where a safeguarding concern is disclosed.
- Staff are alert to signs of abuse, neglect, domestic abuse, exploitation, bullying, harmful behaviour and online harm.
- Teaching makes clear that abuse is never the child's fault.
- Where external visitors contribute, safeguarding arrangements, content, resources and referral procedures are agreed in advance.
- The school works with parents/carers and relevant agencies where this is necessary to support a child's safety and wellbeing.

The school recognises the 2026 safeguarding framework, including Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026, and will update practice if safeguarding legislation or statutory guidance changes.

8. Sensitive issues and difficult questions

Children may ask questions that go beyond the planned curriculum. Teachers will respond sensitively and without embarrassing or shaming the child. Staff may answer briefly and factually where the question is within the curriculum and appropriate to the age and stage of the class. Where it is not appropriate to answer in class, the teacher may speak to the child privately, consult the subject leader/DSL, or recommend discussion with a parent/carer or trusted adult.

- Questions will not be ignored in a way that leaves children seeking unreliable information elsewhere.
- Teachers will not provide detailed sexual information outside the school's agreed curriculum.
- Questions that indicate a safeguarding concern will be referred immediately through safeguarding procedures.
- Children will be reminded that they can speak to a trusted adult if something has worried them online or offline.

9. Online safety and digital resilience

Online safety is embedded across PSHE, Relationships Education and Computing. In line with the 2026 guidance, children learn that online relationships should be respectful and that the internet can contain both helpful and harmful material.

- Age restrictions on social media, apps, games and online gaming, and why such restrictions exist.
- Respectful online communication and the impact of online behaviour on others.
- Privacy, personal data, location settings and consent when sharing information.
- How online content may be selected, targeted or misleading and the importance of critical thinking.
- Recognising harmful contact, bullying, abuse and harassment and knowing how to report concerns.

- Risks associated with gaming, game monetisation, scams, fraud and other financial harms, taught at an age-appropriate level.
- The importance of balancing screen use with sleep, physical activity, outdoor play and in-person relationships.

10. Working with parents and carers

The school recognises parents and carers as children's first and continuing educators. The school will proactively engage and consult parents when developing or reviewing the Relationships Education policy and will be transparent about the content and resources used.

- This policy is published on the school website and is available free of charge on request.
- Parents/carers can ask to see the curriculum overview and teaching materials used for RSHE.
- Parents/carers will be informed about significant changes to the published RSHE curriculum and, where appropriate, consulted in advance.
- The school will provide opportunities for parents/carers to ask questions and understand how home and school can work together.
- Where additional sex education is introduced, parents will be consulted about its content and informed of their statutory right to request withdrawal.
- The school will consider children's views when reviewing provision, alongside the views of parents/carers and staff.

11. Roles and responsibilities

Role	Responsibilities
Governing Body	Approve and review the policy; ensure provision is accessible, aligned with statutory guidance and appropriately communicated to parents.
Headteacher / Senior Leadership	Provide strategic leadership; ensure statutory duties are met; support staff training, safeguarding and curriculum quality.
PSHE Subject Leader	Lead curriculum development, mapping and progression; support staff; monitor teaching and impact; maintain resources; keep abreast of national guidance; report to governors.
Teachers	Plan and deliver safe, inclusive, age-appropriate lessons; assess learning; respond appropriately to questions; follow safeguarding procedures; adapt teaching for individual needs.
DSL / Safeguarding Team	Advise on safeguarding concerns arising from PSHE; ensure disclosures are handled in line with current safeguarding procedures.
SENCO / Inclusion Team	Support accessibility and reasonable adjustments for pupils with SEND and vulnerable pupils.
Parents/Carers	Engage with school communications, discuss learning with children and raise questions or concerns appropriately.

Pupils	Participate respectfully, listen to others, contribute pupil voice and know how to seek help.

12. Assessment, recording and reporting

Assessment in PSHE focuses on what pupils know, understand and can do. It is not an assessment of children's personal lives, attitudes as a pass/fail judgement, or whether a child makes a particular lifestyle choice.

- Teachers use questioning, discussion, observation, practical activities, pupil work, retrieval and other formative assessment approaches.
- Teachers identify misconceptions and adapt subsequent teaching.
- Floorbooks/workbooks and other appropriate evidence demonstrate learning over time.
- Pupil voice is used to check understanding, confidence and relevance of learning.
- EYFS assessment is integrated with PSED and the wider EYFS assessment approach.
- Assessment information is used to identify groups or individuals who need additional teaching, support or intervention.
- Parents receive information about PSHE/personal development through the school's usual reporting arrangements.

13. Monitoring, evaluation and impact

The PSHE Subject Leader and senior leaders monitor the quality and impact of the curriculum through:

- curriculum and planning reviews against the PSHE Association Programme of Study and DfE statutory RSHE requirements;
- learning walks and lesson observations where appropriate;
- work scrutiny and review of floorbooks/learning evidence;
- pupil voice and school council feedback;
- staff feedback and confidence/CPD needs;
- parent/carer feedback and engagement;
- analysis of relevant pastoral, attendance, behaviour, safeguarding and wellbeing information, while respecting confidentiality;
- governor reporting and review of the subject action plan.

Impact is evidenced through pupils' developing knowledge, vocabulary, confidence, ability to communicate and seek help, understanding of healthy relationships and safety, and their ability to apply learning in age-appropriate situations.

14. Resources and external visitors

The PSHE Association programme and school-approved resources form the core of teaching. Resources are selected for accuracy, age appropriateness, inclusivity, accessibility and safeguarding quality.

- Teachers have access to the school's PSHE Association resources and curriculum planning.
- Resources are reviewed by staff before use and adapted where necessary.
- External visitors are used only where their contribution adds value and they have appropriate knowledge, skills and safeguarding arrangements.

- Teachers remain responsible for the curriculum and learning, even where an external visitor contributes.
- External visitors are briefed about school expectations, safeguarding, confidentiality, behaviour and how concerns will be reported.
- Parents can request to view relevant materials in accordance with the school's arrangements.

15. Cross-curricular and whole-school links

PSHE is strengthened by a whole-school approach. Planned links include:

- Science – human body, growth and development, health and statutory scientific content.
- Computing – online safety, digital citizenship and responsible use of technology.
- PE – physical health, activity, teamwork and wellbeing.
- English – vocabulary, stories, discussion, speaking and listening and responding to characters and situations.
- Forest School/outdoor learning – resilience, risk awareness, cooperation, independence and wellbeing.
- Assemblies and school council – pupil voice, British values, community and responsibilities.
- Safeguarding and pastoral systems – preventative education, reporting concerns and support.
- Behaviour and anti-bullying work – respect, kindness, boundaries, conflict resolution and inclusion.

16. Review, consultation and publication

This policy will be reviewed annually and sooner where there is a significant change to legislation, statutory guidance, safeguarding expectations or the needs of the school community. The school will proactively engage and consult parents/carers when developing or reviewing the Relationships Education policy and will consider pupil and staff voice.

The approved policy will be published on the school website and made available free of charge on request.

Appendix 1: 2026 statutory updates reflected in this policy

2026 development	Policy response
Online safety and wellbeing	Expanded teaching on online relationships, critical evaluation of information, privacy/data/consent, age restrictions, gaming, monetisation, scams, fraud and financial harms.
Boundaries and communication	Greater emphasis on communicating effectively, being assertive, expressing needs and boundaries, managing disappointment/frustration and balancing one's own needs with kindness.
Body vocabulary and safety	Correct anatomical terminology and stronger links between body privacy, boundaries, safety and help-seeking.
Personal safety	Explicit content on hazards, fire, roads, railways and water safety.
Change, loss and bereavement	Children learn that loss and bereavement can cause a range of feelings and that people grieve differently.

Mental health and wellbeing	Explicit recognition that worrying/feeling down can be normal; loneliness, bullying, help-seeking and early support are covered.
Health protection	Expanded content on sleep, dental health, hygiene, germs, vaccination/immunisation and sun safety.
Drugs, alcohol, tobacco and vaping	Updated content includes vaping and nicotine addiction, including other nicotine products.
Equality and inclusion	Teaching reflects different family structures, equality, respect, protected characteristics, SEND accessibility and the need to challenge stereotypes and prejudice.
Safeguarding	Stronger links between Relationships Education, preventative safeguarding, reporting concerns and whole-school safeguarding practice.
Parent engagement	Greater emphasis on proactive parent consultation, transparency of resources and policy publication.

Appendix 2: Key documents and references

- Department for Education (2025), Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance, in force from 1 September 2026.
- Department for Education (2026), Keeping Children Safe in Education 2026.
- Department for Education (2026), Working Together to Safeguard Children 2026.
- Department for Education, National Curriculum in England – Primary curriculum and Science programmes of study.
- Department for Education, Early Years Foundation Stage statutory framework and Development Matters.
- Equality Act 2010.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- PSHE Association (2026), Programme of Study for PSHE education and statutory RSHE guidance/resources.