



Currently under consultation

PSHE and RSHE Policy

Personal, Social, Health & Economic (PSHE) Education policy – including Relationships education, Sex education and Health education (RSE)

This Policy has been adopted and approved by Oxlip Learning Partnership and is to be used by all members of the Trust.

History of Document:

Issue No	Author/ Owner	Date Written	Approved by Trust on	Comments	Next Review
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Contents

Section		Page
1.	Policy context and rationale	1
2.	Policy availability	1
3.	Values, aim and objectives	2
4.	Principles of effective PSHE	2-3
5.	Entitlement and equality of opportunity	3
6.	Teaching and learning	3
7.	Monitor and evaluate the visitor input to inform future planning	3-5
8.	Responding to pupils' questions	5
9.	Confidentiality, signposting and handling disclosures	5-6
10.	Supporting vulnerable learners	6
11.	Involving parents and carers	6
12.	Policy date and review	7
13.	Linked policies and curriculum information	7
Appendices		
A	Contact details for our schools	8
B	School specific assessment information	9-11
C	Right to Withdraw Form for Parents and Carers	12

1. Policy context and rationale

This policy covers Oxlip Learning Partnership Schools approach to teaching Personal, Social, Health & Economic (PSHE) education which includes relationships, sex and health education (RSHE). This policy has been updated to reflect the new [RSHE Guidance](#) released in July 2025 (for implementation by September 2026). This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities.

2. Policy availability

Stakeholders can be informed about the policy through consultation events or by accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting each school – see appendix A for contact details.

3. Values, aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

Our Trust's overarching aims and objectives for pupils include a commitment to shaping **children's futures** by fostering a connected community of learners rooted in **Ambition, Aspiration,** and **Excellence**. PSHE in our trust is underpinned by a clear set of embedded values and principles that complement each school's ethos and permeate through the teaching practice, resources and classroom management of delivery.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of PSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of PSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and relevant acts and guidance.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

PSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations.

4. Principles of effective PSHE

Our PSHE programme:

- Is an identifiable part of each of our schools' curriculum, which has planned, timetabled lessons across all the Key Stages
- Is taught by staff regularly trained in PSHE
- Uses carefully selected expert visitors invited in to enhance and supplement the programme, where appropriate
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurture respect for different views
- Includes learning about how to get help and treatment from safe sources such as health and advice services including reliable information online

- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in everyday school life
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities
- Seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

5. Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. PSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to the curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

6. Teaching and learning

The PSHE programme will be led by a PSHE lead in each school (see appendix A), and taught by appropriately qualified staff. All staff involved in the delivery of PSHE have received specialist training to ensure that pupils receive clear and consistent approaches throughout their time at each of our schools. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of PSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will follow our External Visitor Policy which includes:

- Check the visitor or visiting organisation's credentials
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs) and make sure these are available for parents/carers to view
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.

7. Monitor and evaluate the visitor input to inform future planning

PSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

7.1 Curriculum

The majority of the curriculum is a statutory requirement to teach to meet Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), whilst ensuring schools fulfil their duties under the Equality Act, 2010. PSHE also contributes towards the learner's citizenship education.

PSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. PSHE will support each school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Primary age children are taught both PSHE and RSHE at an age appropriate level. Elements of sex education are taught through the science curriculum and these are statutory. Children can be withdrawn from additional non-compulsory elements relating to sex education taught with an age appropriate approach in PSHE/RSHE. See information on how to do this in section 11 "Involving Parents and Carers".

Our intended PSHE curriculum is detailed on our school websites, see Appendix A for website links, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Where appropriate the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

By the end of Key Stage 2, primary aged children will have been taught all statutory PSHE/RSHE content. By the end of Key Stage 4, secondary age pupils will have been taught all statutory PSHE/RSHE content. Our teaching in these areas must reflect the law. At age appropriate stages, this will include legislation including the age of consent, sexual offences, online sexual offences, marriage/partnerships etc.

In July 2025 the Department for Education launched the new Relationships Education, Relationships and Sex Education (RSE) and Health Education for implementation by September 2026. Whilst much of the curriculum remains the same as the previous guidance, and was already covered within our existing curriculum, some elements have been given more focus or clarification to reflect the current world that we live in.

Key changes

Primary	Secondary
Online safety	Incel and misogyny
Personal & travel safety	Violence against women & girls (VAWG)
Grief, loss and bereavement	Online safety
Vaping	Personal & travel safety
AI literacy and deepfakes	Grief, loss and bereavement
	Vaping
	AI literacy and deepfakes
	Pornography harms
	Suicide prevention planning
	Menstrual and gynaecological health beyond general puberty

Please see link below for full statutory curriculum guidance:

[Relationships and Sex Education \(RSE\) and Health Education Statutory guidance including curriculum content](#)

7.2 Assessment

Pupils' learning will be assessed throughout, through the use of baseline assessments at the start of lessons or topics as well as at the end of lessons or topics. This will ensure that pupils are making sufficient progress against their own starting points and to build on prior teaching and learning. It also enables us to check that teaching strategies and resources remain relevant and effective. Assessment will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and may include self-assessment tasks that will confirm pupils understanding of the topics. Information about these assessments and pupils progress will be shared with pupils and parents/carers as appropriate. Please see appendix B for school specific information regarding assessment,

The quality of teaching and learning will be monitored through learning walks, observations, work checks, subject reviews, informal drop-ins conducted by subject leads and/or members of the senior leadership team. All of our Trusts schools also have independent/external scrutiny through school improvement partners and Trust wide reviews. The observations and findings of which will be used to identify and inform future staff training needs.

8. Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of PSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise questions. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson and as set in the statutory guidance. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

9. Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of PSHE teaching the class will discuss and create a working agreement or charter, these are specific to each school. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within PSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes PSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct PSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

10. Supporting vulnerable learners

We are aware that pupils with SEND, specific needs/experiences or those with additional support may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE is particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

The school will ensure that, in line with their Teaching and Learning principles, resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND and are sensitive to pupils' needs.

The PSHE lead will liaise with the safeguarding team prior to delivery of sensitive content to ensure that learners who may have negative experiences or trauma relating to the content are appropriately supported.

11. Involving parents and carers

We believe that parents are the primary educators of their children in PSHE and that learning is most effective when it is collaboration between school and home. We therefore wish to build a positive and supportive relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation. Parents can request to see plans and resources that their children will experience. Requests should be submitted to the relevant school office to attend school to view these resources.

Our schools will communicate with parents and carers through newsletters, policy updates, website information and parent/carers consultations. They will also keep you informed of emerging local issues.

Our schools also operates an open-door policy enabling parents to discuss PSHE at relevant times throughout the school year.

The vast majority of PSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused, they should request a copy of the Right to Withdraw Policy, which outlines the steps. This will include a discussion with the school, making clear which aspects of the programme they do not wish their child to participate in. See appendix A for the key link teacher in your child's school. They will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said through delivery of quality assured resources. If the withdrawal process is continued the parent/carers must complete a copy of the withdrawal form (Appendix C) – each school will record its actions and hold a copy of the form on file.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

12. Policy date and review

This policy was approved on 30 June 2026 and will be reviewed every 2 years or sooner if the PSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for Summer Term 2028.

The Trust Board, as the accountable body, is responsible for ensuring that all academies within the Trust comply with the statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education. Local Boards monitor implementation and impact at school level in line with the Trust's scheme of delegation

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

13. Linked policies and curriculum information

This policy complements the following policies:

- Behaviour/Anti-bullying Policy
- Online safety
- Equality
- SEND/Inclusion
- Safeguarding and Child Protection Policy
- Teaching and learning
- External Visitor Policy

Appendix A

Contact details for each of the Trust schools

	Contact details	Named PSHE Lead	Website links
Bacton Primary School	admin@bactonschool.org.uk	Poppy Adams	Bacton Primary School
Britannia Primary School	meganlegrice@britannia.suffolk.sch.uk	Megan LeGrice	Britannia Primary School
Cedars Park Primary School	admin@cedarspark.suffolk.sch.uk	Rasheda Begum	Cedars Park Primary School
Mendlesham Primary School	admin@mendleshamschool.org.uk	Poppy Adams	Mendlesham Primary School
Rose Hill Primary School	safeguarding@rosehillprimary.net	Luke Hyland	Rose Hill Primary School
Copleston High School	PSHE@copleston.suffolk.sch.uk	Beth Holt and Lauren Page	Copleston Primary School
Stowupland High School	enquiries@stowuplandhighschool.co.uk	Amanda Walden	Stowupland High School

To obtain a copy of this policy in an alternative format, please contact your child's school.

Appendix B

School Specific Assessment Information

School	Assessment, Monitoring and Evaluation
Bacton and Mendlesham Primary Schools	We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on • Knowledge and understanding of key concepts • Development of skills (e.g., communication, conflict resolution, decision-making) • Ability to apply learning to real situations The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including: • Observation of discussions, role plays and collaborative activities • Review of written work, children's self-assessments and reflections • Brief formative assessments to check understanding Progress in PSHE is reported to parents through written reports and consultation meetings, with EYFS also using ongoing dialogue and regular updates for PSED. Where beneficial, the school works with parents to provide targeted support such as Hamish and Milo nurture groups or pastoral check-ins.
Britannia Primary School	The delivery of RSHE is monitored by Miss Le Grice (RSHE Lead) through: • Planning scrutiny • Learning walks • Book/work scrutiny • Drop-ins to RSHE lessons. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. Teaching staff are responsible for: • Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group • Modelling positive attitudes to RSHE • Monitoring progress • Responding to the needs of individual pupils • Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE • Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes • Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Miss Campbell.
Cedars Park Primary School	PSHE is delivered through the Jigsaw programme, with lessons adapted to meet the needs of our pupils and school community. We monitor and evaluate PSHE to ensure it is taught consistently and has a positive impact on pupils' personal, social and emotional development.

	Assessment is measured using school-developed assessment sheets based on the Jigsaw assessment criteria. Each lesson includes a challenge question linked to the Greater Depth (GDS) objectives, enabling pupils to demonstrate and apply their understanding. Assessment strategies include: • Observation of class discussions and collaborative activities • Responses to challenge questions and reflective tasks • Review of work in PSHE books • Pupil self-reflection and discussion • School assessment records To support pupils' wellbeing and personal development, we provide a range of interventions including Hamish and Milo, ELSA, Heads Up (KS1 assemblies) and Elements (Zones) of Regulation. The curriculum is further enhanced through assemblies and additional resources, including Pol-Ed. Progress is monitored by class teachers and subject leaders to ensure pupils develop the knowledge, skills and understanding needed to become healthy, safe and responsible members of society.
Rose Hill Primary School	Assessment of the PSHE/RSHE curriculum at Rose Hill Primary School is ongoing, reflective and focused on understanding rather than formal testing. It is designed to capture pupils' knowledge, attitudes and ability to apply learning in real-life contexts. How PSHE is assessed: • Teacher assessment is carried out in lessons using both the Pol-Ed and Jigsaw schemes • Pupils' understanding is checked through discussions, reflection activities and scenario-based tasks • Assessment focuses on how well pupils can apply knowledge, not just recall facts • Monitoring also considers behaviour patterns and safeguarding indicators, linking learning to real-life impact Monitoring and review: • The curriculum is reviewed annually to ensure it remains effective and up to date • Senior leaders, including the PSHE/RSHE Lead, DSL and Behaviour Lead, evaluate impact and provision • Adjustments are made in response to pupil needs, safeguarding trends and national guidance Overall, assessment in PSHE is continuous, discussion-based and closely linked to pupils' personal development and safety, rather than relying on formal tests
Copleston High School	We monitor and evaluate our RSHE provision to ensure it is well-planned, consistently delivered across the whole-school model, and supports positive outcomes for students' wellbeing, safety and personal development. Evaluation takes place through leadership oversight, learning walks, staff discussions and ongoing review of curriculum delivery. Students' progress is monitored by teachers to ensure that learning is embedded, sequenced effectively, and revisited over time within our spiral curriculum. Assessment in RSHE focuses on: • Knowledge and understanding of key concepts (e.g. relationships, safety, health, and identity)

	• Development of key skills such as communication, critical thinking, respectful discussion and decision-making • Ability to apply learning to real-life situations, including keeping safe, managing relationships and making informed choices Teachers use a range of assessment strategies in line with the school's approach to RSHE delivery, including: • Observation of student participation in discussion, scenario-based learning and collaborative activities • Use of questioning, mini-whiteboard activities and reflection tasks and written responses to assess understanding and address misconceptions • Regular opportunities for students to ask questions (including anonymously) to demonstrate understanding and inform teaching • Informal formative assessment embedded within lessons to adapt teaching and ensure progression The PSHE/RSHE curriculum is monitored through learning walks, book looks and staff feedback to evaluate the quality of provision and ensure consistency across subjects and the tutor programme.
Stowupland High School	PSHE is taught discretely in lessons as well as through assemblies. The curriculum is regularly monitored, reviewed and updated. The subject is taught by a small team of skilled and knowledgeable staff led by an Assistant Headteacher. Personal development is a key feature of our work. Students develop their personal skills and attributes via the curriculum, through tutor time and whole school morning messages, via assemblies, through online platforms such as Unifrog and by accessing our visiting speaker programme.

Appendix C

Right to Withdraw Form for Parents and Carers

Name of Child:		DOB:	
Name of Parent/Carer:		Date:	

Reasons for withdrawal:**Other information that you would like school to consider:****By signing I confirm that:**

- I have read the PSHE/RSE policy
- I have evaluated the relevant module and curriculum plans.
- I understand that my decision means that school can have limited impact in my child's understanding in aspects I have withdrawn them from and therefore assume full responsibility for the teaching of my child with respect to these aspects of their education including any safeguarding and child protection responsibilities that may be connected to this topic.
- I understand that my child may learn about aspects of sex education from their peers or other sources which may be inaccurate and lead to misconceptions.
- I understand that the school cannot be held responsible for the transfer of learning or misinformation between learners.
- I assume full responsibility for addressing any misconceptions.
- I understand that if a misconception held puts my child or any other child at non-urgent risk, the school will contact and inform me.
- I understand that if the safeguarding issue is an urgent risk or if it is clear that a child is at risk because the parent has failed to adequately support the child with the issue, the school will take such action as is necessary to secure the safeguarding of all children including your child and this may include direct teaching according to the RSE curriculum as part of our safeguarding duty.
- I understand that three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal.

**Parent/Carer
signature:**

For School Use Only	Actions Taken:			
	Withdrawal:	Approved / Declined *		<i>*delete as appropriate</i>
	Staff Name:		Date:	