PSHEE, Citizenship & Careers Policy (including Relationships and Sex Education)

School Aims
ROSE HILL SCHOOL MISSION STATEMENT:
Nisi Dominus Frustra - Without the Lord, everything is in vain

MISSION STATEMENT

- A Rose Hill School child's learning experience is one of aspiration, adventure, and achievement in a nurturing, caring school.

AIMS
Working with **integrity** your child will:

- Be inspired to develop **confidence** to thrive in all areas of our rich curriculum.
- Foster the skills and talents which enable them to **organise** their learning and plan to achieve success.
- Demonstrate **persistence** to flourish in the face of challenge.
- Show **resilience** and learn from difficult situations.
- **Get along** with others, work collaboratively and accept everyone.

INTRODUCTION

This policy covers Rose Hill School's approach to Personal, Social, Health and Economic Education (PSHEE). PSHEE is the planned provision used to promote pupils' personal, social and emotional development, as well as their health and well-being. The PSHEE curriculum aims to assist the Rose Hill School mission statement: 'A Rose Hill child's learning experience is one of aspiration, adventure, and achievement in a nurturing caring school'.

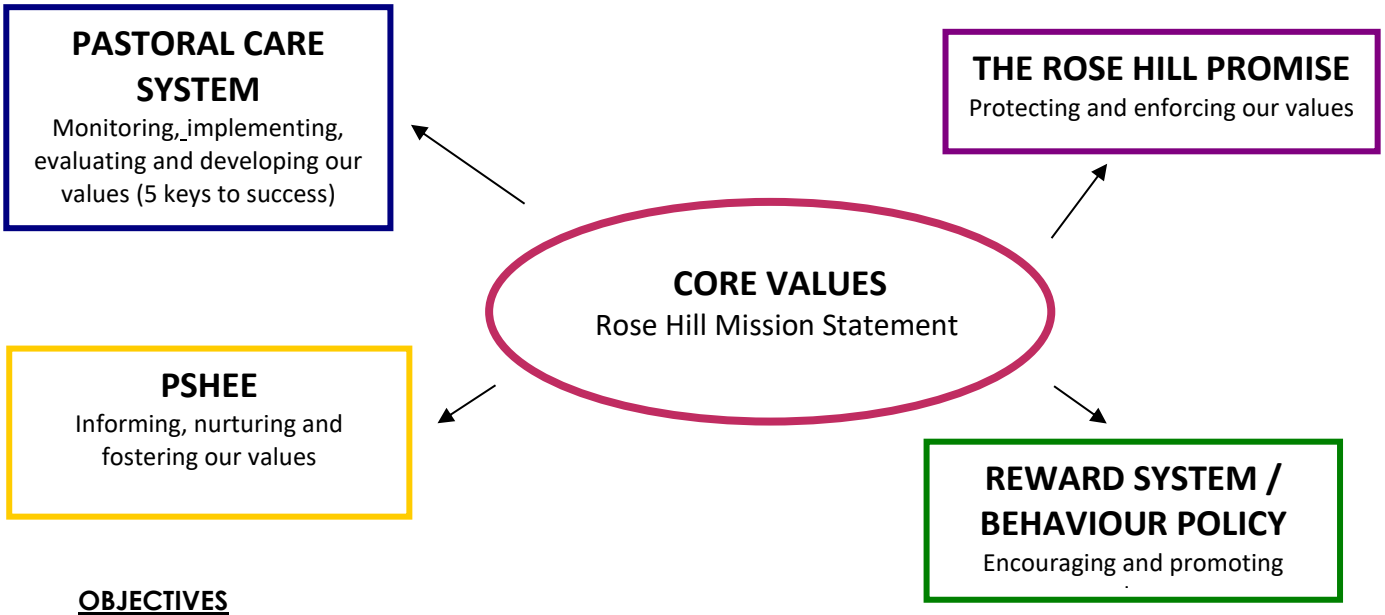
We aim to equip pupils with the knowledge and skills they need in order to lead confident, healthy and independent lives. We aim to help them understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are part of growing up. We aim to give pupils an understanding of the rights and responsibilities that are part of being a good citizen and introduce them to some of the principles of prudent financial planning and understanding, therefore, developing a secure sense of identity in order to function well in the world.

We believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHEE in preparing pupils for the opportunities, responsibilities and experiences of adult life. In addition, we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHEE supports many of the principles of safeguarding (see Child Protection – Safeguarding Policy and Procedures).

School based PSHEE complements and helps pupils and young people make sense of what is implicitly and explicitly learnt at home from parents, carers, family, friends and wider society. This is a vital part of their personal development.

We take a whole school approach to the subject: we believe that PSHEE teaching will not impact upon beliefs and behaviour if school systems, structures, experiences and expectation do not support classroom learning. The Rose Hill School Promise, written by pupils, is an important part of supporting the pastoral development of pupils in the school.

WHERE DOES PSHEE FIT IN?



OBJECTIVES

Personal, Social, Health and Economic Education (PSHEE) is provided at Rose Hill to assist pupils with the process of growing up. It is designed to enhance their well-being and to show them how to get on with people; to help them to acquire and strengthen their personal values and to prepare them for the responsibilities of adult life.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our pupils.

We aim to help pupils to:

- understand *themselves and others;*
- learn about their own *physical, emotional, spiritual and moral development;*
- discover more about the *community and society* they live in;
- improve their *social skills;*
- recognise *the importance of good behaviour.*

Through **PSHEE** pupils are:

- learning **FACTS**

- acquiring **SKILLS**
- understanding **CONCEPTS**
- being encouraged with their **VALUES** and **ATTITUDES**.

We aim:

- To teach pupils **facts** on those topics stated in their specific age group's schemes of work - such as *health, sex related issues* and, as individuals, *in living among people in a community*.
- To enable pupils to acquire **skills** - such as *personal safety*.
- To enable the development of the importance of *dialogue and decision making,* which are crucial to their well-being and their interaction with others.
- To assist pupils in understanding **concepts** such as *tolerance*, freedom and *respect for people* and *property* which are fundamental to our democratic society.
- To encourage pupils to develop their own **informed opinions** relating to personal and social issues and develop **values and attitudes** which will guide them through their lives. The heart of these values is consistently present through the school's mission and aims and is explicit in the 'Rose Hill School Promise' (Appendix A).

At Rose Hill School, we value PSHEE as one way to support pupils' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. The programme is considered flexible, and it is recognised that the subject requires the teacher to be at times reactive to circumstances that arise and to pupils' needs whilst remaining committed to all statutory requirements.

Effective PSHE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place;
- Collaborative and interactive work;
- Circle time activities;
- Research and presentations using a variety of media;
- Opportunities for reflection;
- Challenge within a safe environment;
- Respect for each other's contributions;
- Building on current experience and using first-hand experiences to achieve positive ends.

Explicit lessons are reinforced and enhanced in many ways and including the teaching of fundamental British values: Assemblies and collective worship, praise and reward system, The Rose Hill Promise and the 5 keys to success & happiness. We encourage pupils to 'live' what is learnt and apply it to everyday situations in the school community. Form assemblies and whole school assemblies provide a useful forum for imparting and discussing information, experiences and attitudes. As such the whole school supports the programme. In addition to class-based lessons, pupils are given the opportunity to hear a diverse range of outside speakers covering relevant topics. National awareness days /weeks such as Safer Internet Day / Anti-bullying week, are reflected upon and are used as a spur for activities. Currently the following speakers, trips and initiatives are offered on an annual basis to pupils to enhance PSHE provision:

Residential	Year 6 (UK) and Year 8 (France)
Careers Education	Visiting speakers in Year 7 & 8 Enrichment lessons
Rose Hill School diploma	Life skills - Year 6, 7 and 8

Houses of Parliament Year 7& 8 visit

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting pupils' personal development, health, wellbeing and understanding of relationships.

We teach **Relationships Education** to primary-aged pupils, and **Relationships and Sex Education** to those in Years 7&8. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools, and is taught within science lessons in Year 5 and 6.

In Years 7-8 we teach relationships and sex education. Pupils explore and understand the process of developing and maintaining appropriate, healthy and positive relationships. Focusing on understanding how the physical and emotional changes of puberty affect our relationships and recognising when relationships are unhealthy. Sex and reproduction will be taught, and pupils will learn about consent in relationships and how to effectively communicate this in relationships. The law in relation to consent will be identified. Sexual harassment, misogynistic behaviour and the influence of pornography are addressed, as well as 'sexting', exploring our values and attitudes towards it and introducing the social and legal consequences of partaking in it.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing pupils to understand spending, saving and the world of work, and **citizenship education** including British Values, helping pupils understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

1. Our Vision for PSHE Education
At Rose Hill School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our pupils' development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment pupils join our school, they begin to explore emotional literacy, learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that pupils' emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares pupils for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are pupils' first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

2. Statutory Requirements and Curriculum Framework
Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships, Sex and Health Education (England) Regulations (updated July 2025) make Relationships Education statutory for primary-aged pupils. We deliver statutory Relationships Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides pupils with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Pupils Safe in Education and the Prevent Duty, helping pupils to recognise concerns, stay safe online and offline, and seek help when needed.
Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request.

PREVENT DUTY:
The Government's Prevent Duty Guidance issued under s.29 of the Counterterrorism and Security Act 2015 (Act) and its application came into effect from July 2015. It is essential all staff understand the risks of radicalisation, as well as the procedures in place to deal with it. Our broad and balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of life but, above all else, we promote community cohesion. Staff need to be able to identify pupils who may be vulnerable and know what to do when they are identified. Staff must be vigilant and, to this end, all colleagues will receive regular, updated

training as part of our School's ongoing measures designed to prevent the radicalisation of our pupils. Staff must consult with one of the Designated Safeguarding Leads (DSL) immediately should they feel, a pupil may be vulnerable to radicalisation and/or extremist views. Further guidance can be found in The Prevent Duty – Departmental advice for schools and childcare providers (June 2015) and in the updated Keeping Pupils Safe in Education.

FUNDAMENTAL BRITISH VALUES:
Fundamental British Values are embedded throughout the PSHEE curriculum. PSHEE lessons aim to actively promote British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

EQUAL OPPORTUNITIES:
All pupils at Rose Hill have access to PSHEE and its related topics, regardless of gender, race, disability, Special Educational Needs, sexual orientation, religion or belief. We remain conscious that our PSHEE provision should remain within the guidelines as defined in The Equality Act 2010. However, considerations are given to individuals so that topics of a sensitive nature are dealt with in a delicate manner.

3. The Jigsaw Approach: A Whole-School Framework
We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to pupils' learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our pupils' needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops pupils' emotional vocabulary and understanding. Pupils learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports pupils' ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to pupils' emotional wellbeing and helps pupils to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops pupils' social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for pupils to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling pupils to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling pupils to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside

knowledge. Pupils don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles
Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for Years 5&6, is taught through RSE & science. In Years 7 & 8 human reproduction is taught as sex education in RSE and science.

Adapting Jigsaw for Our School Community
Whilst we follow the Jigsaw programme, we recognise that our pupils, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class

- Pupil voice - gathered through feedback within lessons, informal discussions with pupils, and e.g., school council discussions, pupil wellbeing surveys, class discussions and the worry box.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach
PSED is taught as part of the Early Years Foundation Stage. PSHEE is taught weekly through dedicated curriculum time of 30 minutes per week by their class teachers, and Form Tutors from Years 1-4, and Y7-8. Years 5-6 are taught by the Head of PSHEE. In (Y7&8) KS3, pupils receive a forty-five-minute lesson and are taught by their Form Tutors. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

Beyond the Classroom: Embedding PSHE in School Life
We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with pupils and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that pupils refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for pupils to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting pupils.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting pupils to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, regulation stations, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement, but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

CAREERS EDUCATION:
Careers Education is taught in Years 7 and 8 to help our pupils build knowledge, develop self-help skills, manage change and build the resilience needed to deal with success and failure. However, pupils are taught roles in society from Year 1. This is in accordance with the statutory guidance updated in April 2021.

The main themes that inform the careers prgramme are:

- **Careers at the heart of education and leadership**
  Careers guidance is both a whole-staff and a whole-school endeavour. We have emphasised linking careers to the school's vision and strategic plans, acknowledged the importance of staff development and included distinct responsibilities for leadership, governors, careers leaders and advisers.
- **Inclusion and impact for each and every young person**
  Woven through multiple Gatsby benchmarks are updates that emphasise the importance of tailoring programmes to the needs of each young person. Particular attention is given to inclusion and any additional or different support that may be needed by vulnerable or disadvantaged young people or those with special educational needs and disabilities (SEND).
- **Meaningful and varied encounters and experiences**
  We have emphasised the focus on flexible delivery and the impact of encounters and experiences of education and work. The definitions have expanded, 'meaningful' in Benchmarks 5 and 7 and added one to Benchmark 6. They specify the importance of offering a variety of encounters and experiences, of giving young people time to prepare and reflect and of using technology alongside, but not instead of, in-person activity.
- **Focusing on the use of information and data**
  We have ensured that all young people can explore all future pathways equitably. The focus is now on using information to inform decision-making.
- **Engagement of parents and carers**
  Parents are one of the biggest influences on young people's career decision-making. Updates embed parent engagement into planning and specify the need to share information with parents and support them to use it with their children.

Careers education is based on the Gatsby benchmarks:
https://www.gatsbybenchmarks.org.uk/

We ensure that we are age and stage appropriate with the following benchmarks as our pupils leave at 13years old.

Gatsby Benchmark 1
A stable careers programme

- Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.
- The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.

- The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.
- The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.

Gatsby Benchmark 2
Learning from career and labour market information

- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
- Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.

Gatsby Benchmark 3
Addressing the needs of each young person

- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.
- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.
- Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.
- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

Gatsby Benchmark 4
Linking curriculum learning to careers

- Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.

Gatsby Benchmark 5
Encounters with employers and employees

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

Gatsby Benchmark 6
Experiences of workplaces

- By the age of 16, every pupil should have had meaningful experiences of workplaces.
- By the age of 18, every pupil should have had at least one further meaningful experience.

Gatsby Benchmark 7

Encounters with further and higher education
- By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.
- By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.

Gatsby Benchmark 8
Personal guidance
- Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.
- Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.

The structure of our careers programme is intended as a starting point of looking at different roles and careers covering a broad range of industries, over a two-year rolling programme and is delivered through enrichment.

	Autumn	**Spring**	**Summer**
Year 1	Ten X Challenge Charity Fundraising Parliament Week	Careers	Project Skills
Year 2	Finance	Careers	Project Skills IPQ

Lessons intend to prepare pupils to make informed choices at Year 9 by developing core skills that will equip them to research and manage their own career pathways. Pupils are able to record their strengths, qualities, achievements, successes and skill development, using Kloodle, to enable assessment of future employability.

ONLINE EDUCATION AND SAFEGUARDING:
The DfE guidance of Keeping Pupils Safe in Education, Department for Education, makes explicit that the school creates opportunities to teach safeguarding, including staying safe online.

The school ensures that pupils are taught about how to keep themselves and others safe, including online. We recognise that effective education is tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse, and pupils with special educational needs and/or disabilities (SEND).

Relevant topics are included within Relationships and Sex Education. In teaching these subjects we have regard to the statutory guidance. We understand that we play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by our Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of pupils with SEND and disabilities and other vulnerabilities). Our programme will tackle, at an age-appropriate stage, issues such as:

• healthy and respectful relationships
• boundaries and consent
• stereotyping, prejudice and equality
• body confidence and self-esteem
• how to recognise an abusive relationship, including coercive and controlling behaviour
• the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
• what constitutes sexual harassment and sexual violence and why these are always unacceptable.

We consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through RSHE programme. The PSHEE curriculum reflects the changing world for today's pupils and provides online safety education in all year groups (refer to appendix A of the E-safety policy) in line with the issues referred to in the School's safeguarding policy, including peer on peer abuse.

Learning Outdoors: Connecting PSHE to Our Environment
"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."
DfE RSHE Guidance 2025, para 40

We recognise the significant benefits of outdoor learning for pupils' wellbeing, mental health, and sense of connection to the world around them. Statutory guidance emphasises the importance of time outdoors for happiness and wellbeing, and we actively incorporate outdoor experiences into our PSHE provision.

We provide structured opportunities to take PSHE learning outside, helping pupils to:

- Experience the wellbeing benefits of time in nature
- Develop a sense of connection to and responsibility for the environment
- Apply PSHE learning in different contexts, strengthening understanding
- Build confidence, independence and collaborative skills through outdoor challenges
- Understand the relationship between environmental health and personal health

5. Relationships and Health Education:

Relationships Education
Relationships Education is compulsory for all primary-aged pupils and there is no right of withdrawal. It focuses on teaching pupils the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our pupils will understand:
- Families and people who care for me - That families come in many forms, and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.

- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education
Health Education focuses on supporting pupils to make informed decisions about their health and wellbeing.

By the end of primary school, our pupils will understand:
- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls' experience menstruation).

Building Foundations for Secondary RSHE
The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for pupils' current stage of development. This learning also builds strong foundations that will support pupils as they encounter more complex content at secondary school. For example:

- Pupils learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships and support them to behave with kindness as their relationships become more complex.
- Pupils learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling pupils to recognise when something doesn't feel right, to understand that they have rights over

their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as pupils develop and encounter different situations, both now and in future relationships.
- We teach pupils to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our pupils are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping pupils with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares pupils to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports pupils' current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to pupils' current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Each pupil at Rose Hill School follows a PSHE education programme which is delivered during PSHE lessons, with some topics being covered as part of the RSE and Citizenship programme of study. PSHE education programme of study covered throughout Years 7&8.

Challenging Stereotypes and Promoting Respect
Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit pupils' aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As pupils progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, pupils learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help pupils understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all pupils to feel valued and to respect others.

CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION
Although Relationships and Sex Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too *as in line with Keeping Pupils Safe in Education.*

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

6. Sex Education in Rose Hill School
Sex education is not compulsory up to the end of Year 6, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure pupils are prepared for the changes adolescence brings and understand how human life begins.

At Rose Hill School, our approach to sex education is:

Sex Education as part of PSHE (subject to parental withdrawal)
We teach age-appropriate sex education in Years 7 and 8 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for pupils before they leave primary school, particularly as pupils naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.
We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from science curriculum content about life cycles and reproduction in mammals, from which pupils cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain statutory sex education content:
Year 7: - Relationships - Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting
Changing me - Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8: Relationship – Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support
Changing me - **Types** of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Parent Engagement and the Right to Withdraw from Sex Education
Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw pupils from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with the Head and Head of PSHE. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:
- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by sending curriculum information letters at the start of the Summer Term and making all materials available for viewing on request.

No sex education
At present, we do not teach sex education in Years 5 & 6. We teach about puberty and menstruation, and the Science curriculum content about life cycles and how mammals reproduce, but we do not provide additional detail about sexual intercourse or how human babies are conceived and born.

We keep this decision under regular review in consultation with parents and in response to pupils' questions and needs. Should we decide to introduce sex education in future, we will consult fully with parents and update this policy.

Responding to pupils' questions
We recognise that pupils may ask questions beyond our planned curriculum. Teachers use professional judgement to respond and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

7. Inclusive Practice and Equality
We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all pupils and families.

Meeting the Equality Act 2010
We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships
Our curriculum presents families in all their forms, recognising that pupils come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for pupils, not a particular structure.

Including LGBT Content
Throughout PSHE education, pupils learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.
In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that pupils may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.
Pupils learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching pupils to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

For detailed information about what Jigsaw PSHE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Pupils: What does Jigsaw PSHE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

Learning Support
Teachers conducting PSHEE sessions make every effort to include and support all pupils with suitable and accessible learning material. Support and advice can be sought from the Head of Learning Skills/SENCo (Prep & Pre-Prep), other Teaching staff and Teaching Assistants. This may be achieved through working closely with individuals, finding exercises that boost their self-esteem or feelings of inadequacy, or working on a whole-class exercise that makes others aware of how that individual may be feeling. Pupils with special educational needs

and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for pupils with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some pupils with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The Head of Learning Skills/SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief
We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping pupils to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and pupils' rights.

8. Safeguarding and Support
PSHE education has a crucial role in our safeguarding provision, equipping pupils with the knowledge and skills to keep themselves safe and to seek help when needed.
Through PSHE, pupils learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns
PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from pupils. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep pupils safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Pupils are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with

respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with pupils.

Signposting to Support
We actively encourage pupils to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of pupils, there may be times when they want or need to seek support from other trusted adults, and we ensure pupils know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, pupils are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all pupils to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents
We recognise that parents are pupils' first and most important educators, particularly regarding relationships. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their pupils are learning.

Consultation and Communication
We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. This includes:

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions
- Regular communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials
We want parents to feel informed about what their pupils are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This

allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact Mrs Lloyd, Head of PSHE.

Responding to Concerns
We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's Class Teacher or Form Tutor in the first instance. We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

10. Teacher Support and Professional Development
High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers
We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
    - Using the Jigsaw programme effectively
    - Teaching sensitive and controversial topics
    - Managing difficult questions and discussions
    - Safeguarding and responding to disclosures
    - Creating safe, inclusive classroom environments
    - Current issues affecting pupils (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners
We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting pupils who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

11. Assessment, Monitoring and Evaluation
We monitor and evaluate our PSHE provision to ensure it is meeting pupils' needs, is delivered consistently across the school, and is having positive impact on pupils' wellbeing and development. We track pupils' 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 pupils to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, pupils' self-assessments and reflections
- Brief formative assessments to check understanding

Progress in PSHE is reported to parents through written reports and Parents' Evenings, with EYFS also using ongoing dialogue and regular updates for PSED.

Monitoring Quality and Impact
The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of pupils' work and assessment information
- Pupil voice activities to understand pupils' experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact
We evaluate the impact of PSHE education by looking at:

- Pupils' knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between pupils and between pupils and adults
- Positive behaviour and ability to resolve conflicts constructively
- Pupils' wellbeing and mental health indicators
- Pupils' confidence in seeking help and reporting concerns
- Safeguarding data and how well pupils identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

12. Links to Other Policies and Curriculum Areas
PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality Policy
- SEND Policy
- Health and Safety Policy
- Science Curriculum [where relevant to RSE content]

Links Across the Curriculum
PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping pupils to see how PSHE knowledge and skills apply across different contexts.

13. Policy Development, Review and Approval
This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents [consultation via the Advisory Group]
- Pupils [pupil voice was gathered via School Council]
- Governors

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Pupils Safe in Education (current statutory guidance)
- The Prevent Duty (Counterterrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Evidence from educational research and best practice

Review and Update
This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities
The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Head is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

Further Information and Resources
For more information about PSHE at Rose Hill School, please contact: Mrs Liz Lloyd, head of PSHEE

Key documents are available on request

External resources and guidance:

- Jigsaw PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)
- Career guidance and access for education and training providers

PSHEE POLICY REVIEW AND UPDATE
The PSHEE policy is produced by the Head of PSHEE in consultation with the Management Team (MT) and Governors. It is reviewed annually and shared in consultation with eh Advisory Group and is made available on the school website. RSE materials are available on request.

Regular monitoring and evaluation occur through the MT checking PSHEE annual department development plan; regular meetings with PSHEE staff and lesson observations.

Reviewed Autumn Term 2026
Liz Lloyd, Head of PSHEE

APPENDIX A

The Rose Hill Promise
Organisation
Make sure you are ready and prepared for your learning.
Respect your property and the school's property.
Put things back where they belong.
Wear the correct uniform at all times.
Confidence
Try new activities and share ideas.
Try to be independent.
Be prepared to learn from your mistakes.
Resilience
Have a positive outlook about your learning, friendships and school.
Show acceptance in all situations and resolve conflicts without arguing.
Manage your feelings in difficult situations.
Getting along
Treat others, including friends and teachers, as you would like them to treat you.
Show good manners to all, be helpful and kind.
Listen politely when others are speaking.
Persistence
Have a growth mindset.
Keep trying even when the rewards are small.
Face new challenges positively.
Always try your best for yourself, your friends, your house team and the school.
INTEGRITY
Be true to yourself. Make the right choice and do the right thing, even when no one is watching.
Be an 'upstander' at all times.