Mithian School

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

2026 - 2027

Policy Development and Consultation

This policy has been written by the PSHE Lead (Mrs Evison) and RHSE Lead (Mr Faint) in consultation with pupils, parents, staff and governors. The policy is reviewed annually to

ensure that it reflects current statutory guidance, local needs and the views of the school community. The governing body has approved this policy.

Our Intent

At Mithian School, we believe that Personal, Social, Health and Economic (PSHE) Education, including Relationships Education, Sex Education and Health Education (RHSE), is a fundamental part of every pupil's education. Our curriculum supports pupils to develop the knowledge, understanding, skills, attributes and values they need to live safe, healthy, fulfilling and responsible lives both now and in the future.

Our PSHE and RHSE curriculum is designed to:

- Promote positive mental health, wellbeing and resilience.
- Support children to recognise healthy, respectful and safe relationships.
- Develop confidence, self-worth and emotional literacy.
- Equip pupils with the knowledge and skills needed to stay safe both online and offline.
- Help pupils understand risk, consent, personal boundaries and how to seek help when needed.
- Prepare pupils for the physical and emotional changes associated with growing up.
- Support pupils to become active, responsible citizens who contribute positively to society.
- Develop critical thinking and media literacy skills so that pupils can safely navigate information, social media, digital technologies and emerging technologies such as artificial intelligence.
- Promote respect, inclusion, equality and understanding of diversity within modern Britain.
- Support safeguarding by helping pupils recognise unsafe situations and teaching them how to access support from trusted adults and appropriate services.

Legal Requirements of schools

Relationships Education is compulsory in all primary schools. Health Education is compulsory in all state-funded schools. While Sex Education is not compulsory in primary schools, the Department for Education recommends that schools provide age-appropriate sex education to support children's understanding of human development, reproduction and healthy relationships.

PSHE, RHSE and Safeguarding

PSHE and RHSE play a significant role in safeguarding and promoting the welfare of children.

Through planned teaching and learning, pupils are supported to:

- Recognise healthy and unhealthy relationships.
- Understand personal boundaries.
- Recognise abuse and exploitation.
- Understand online risks.
- Identify trusted adults.
- Know when and how to seek support.
- Develop confidence in reporting concerns.
- Understand that all children have the right to feel safe.

Teaching reflects current safeguarding priorities, including:

- Child-on-child abuse.
- Online abuse.
- Sexual harassment.
- Child criminal exploitation.
- Child sexual exploitation.
- Grooming.
- Radicalisation.
- Misogyny and harmful stereotypes.
- Online scams and manipulation.
- Disinformation and misinformation.
- Emerging digital technologies and artificial intelligence

What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

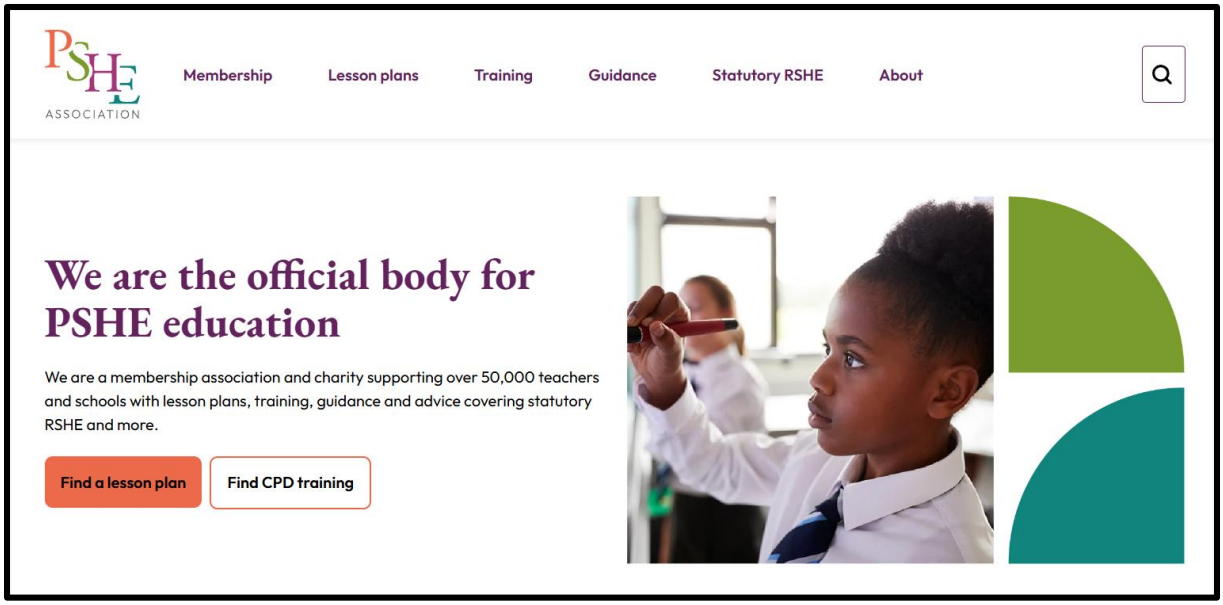
1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;

2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How PSHE education, including Relationships Education, is provided and who is responsible for this

At Mithian School we follow the PSHE association guidance in our planning. The PSHE Association is the national body for personal, social, health and economic (PSHE) education. The PSHE Association works to improve PSHE education standards by supporting a national community of teachers and schools.



https://pshe-association.org.uk/

The PSHE Association Programme of Study for PSHE education provides a comprehensive programme that integrates, but is not limited to, the statutory content. The PSHE programme at Mithian also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. The Programme of Study sets out learning opportunities based on three core themes: health and wellbeing, relationships and living in the wider world.

The Programme of Study sets out learning opportunities for each key stage, in each core theme, it is planned according to pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. Within the framework there is extensive overlap, PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. This is grounded in the established evidence base for effective practice in PSHE education. It is important that pupils recognise their PSHE education as relevant and applicable across many important areas of their lives.

The school council are also consulted as part of our planning, to ensure pupil voice in considered and fed into the planned programme.

Our PSHE subject lead, Mrs. Evison, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within the PSHE Association and their quality assured resources. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.
Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.
We have chosen the PSHE Association as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using summative assessment 'I can…' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

What is being taught ?

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The PSHE programme divides the year into 3 themed units:

1. **Relationships.** This includes learning about: families and close positive relationships; friendships; managing hurtful behaviour and bullying; safe relationships and respecting self and others.
2. **Health and wellbeing.** This includes learning about: healthy lifestyles (physical wellbeing); mental health; ourselves, growing and changing; keeping safe and drugs, alcohol and tobacco.
3. **Living in the wider world**. This includes learning about: shared responsibilities; communities; media literacy and digital resilience; economic wellbeing (money) and economic wellbeing (aspirations, work and career.)

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

Online Safety

Online safety is woven throughout our PSHE curriculum and reinforced through Computing lessons, assemblies and wider safeguarding work.

Pupils learn to:

- Keep personal information safe.
- Manage privacy settings appropriately.
- Recognise misinformation and disinformation.
- Critically evaluate online content.
- Understand age restrictions.
- Recognise scams and online manipulation.
- Develop positive digital behaviours.
- Understand responsible use of technology and artificial intelligence.
- Recognise inappropriate or harmful online material.
- Know how and where to report concerns.

The school uses a range of resources, including Natterhub, Project Evolve and National Online Safety materials to support pupils in developing safe online behaviours

Personal Safety

The curriculum teaches pupils how to identify, assess and manage risk in age-appropriate ways.

This includes learning about:

- Road safety.
- Water safety.
- Railway safety.
- Fire safety.
- First aid.
- Emergency situations.
- Public safety.
- Safety within the home.
- Safety in the local community.

Pupils learn how to make informed decisions and understand when and how to seek help from trusted adults and emergency services.

Mental Health, Emotional Wellbeing and Resilience

At Mithian School we recognise that mental health is as important as physical health.

Pupils are taught:

- Emotional vocabulary.
- Self-awareness.
- Self-regulation strategies.
- Resilience and coping skills.
- Positive self-esteem.
- Stress management.
- Help-seeking behaviours.
- Understanding change and transition.
- Managing feelings associated with separation, bereavement and loss.

Teaching encourages openness, empathy and understanding, whilst supporting pupils to access help when needed

How PSHE education, including Relationships Education, is taught:

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and

drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous worry jar.
Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the website.

Support is provided to children experiencing difficulties on a one-to-one basis, via one of our Thrive practitioners.

How PSHE education is monitored, evaluated and assessed:

Progress
Every half termly block of lessons include a pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This enables both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.
At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Teachers also make a termly summative assessment of progress for each child; this is reported to parents annually. We pass this information on to the next teacher at the end of each year.

Assessment in PSHE education is developmental rather than judgmental. Assessment demonstrates pupil progress in knowledge, understanding, skills and attitudes over time.

Teachers use:

- Baseline and endpoint activities.
- Pupil voice.
- Reflection activities.
- Learning journals and floor books.
- Self-assessment.
- Peer discussion.
- Observation of participation and engagement.

Assessment is used to inform future planning and ensure progression through the curriculum. It is not used to make judgements about personal beliefs, attitudes, values or experiences.

How the delivery of the content will be made accessible to all pupils

Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Learning Plans (ILPs).

Teaching is adapted through:

- Visual supports.
- Concrete resources.
- Social stories.
- Language modification.
- Pre-teaching and overlearning.
- Alternative recording methods.
- Structured discussion frameworks.

Where appropriate, learning may be personalised in consultation with parents, SENCo and external professionals.

Pupils with SEND are entitled to Relationships Education, Health Education and Sex Education that is accessible, meaningful and relevant to their developmental stage.

The school promotes an environment where all pupils are treated with dignity and respect. Teaching reflects the diversity of relationships and families within modern Britain and supports pupils to understand the importance of respect, inclusion and kindness towards others.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information. *(These are on the school website: http://www.mithian.cornwall.sch.uk/web/policies/435108)*

Equality, Diversity and Inclusion

Mithian School is committed to providing an inclusive PSHE and RSHE curriculum that reflects the diversity of modern society. We promote respect for all people and challenge discrimination, prejudice and stereotypes.

Teaching will be delivered in a way that:

- Reflects the protected characteristics within the Equality Act 2010.
- Promotes respect and inclusion.
- Recognises diverse families and relationships.
- Supports pupils to understand difference and diversity.
- Develops empathy, kindness and mutual respect.

- Ensures all pupils feel seen, valued and represented.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their 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 by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RHSE at home. It is valuable for a child's development to learn about its own family's values in regards to relationships and sex alongside the information they receive at school.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE education lead, Mrs. Evison.

Sources of Further Information

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Department for Education's Relationships Education, Relationships and Sex Education (RHSE) and Health Education Statutory Guidance (effective from September 2026)
- Keeping Children Safe in Education 2026
- Equality Act 2010
- SEND Code of Practice (2015)
- Education Act 2002
- Children and Families Act 2014

Relationships Education is compulsory in all primary schools. Health Education is compulsory in all state-funded schools. Sex Education is not compulsory in primary schools, however the Department for Education recommends that schools provide age-appropriate sex education to prepare pupils for secondary education and adolescence

This policy should be read in conjunction with the following:

- School's own Safeguarding/Child Protection policy (inc. responding to disclosures)
- School's own Confidentiality policy
- School's own Anti-bullying policy
- School's own Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2026)

PSHE Association PSHE Policy Guidance
https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school (members only)

The Sex Education Forum RHSE Policy Guidance
https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RHSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.
https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.
https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf

Use of External Visitors

External visitors may occasionally contribute to the school's PSHE and RSHE provision. Any external contribution will be carefully planned, quality assured and delivered in partnership with school staff.

Teachers will remain responsible for:

- Curriculum planning.
- Safeguarding.
- Managing discussions.
- Follow-up learning.

All visitors must comply with the school's safeguarding and visitor procedures

Those people responsible for curriculum matters in this school are:

Mrs. Evey Evison ~ Headteacher and PSHE Lead
Mr Dom Faint – RHSE Lead
Mr. Chris Watson ~ Chair of Governor

Date of Policy: Sept 2026
Review: Sept 2027