

PSHE Education Policy

(incorporating Statutory Relationships Education,
Sex Education and Health Education)

for Mile Oak Primary School



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This policy is made available to parents and carers on the school website or in hard copy by request from the main office.

If you require support in understanding the content of this policy, please contact the main office to arrange an appointment.

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1. Introduction and Policy Scope

Children and young people grow up in a world that is increasingly complex, both online and offline. This brings exciting opportunities but also challenges and risks. To thrive, they need the knowledge and skills to stay safe, healthy, and make informed decisions about their wellbeing and relationships.

(Foreword, DfE RSHE Statutory Guidance, July 2025)

PSHE is about helping children and young people to have safer, healthier, and happier lives now and future.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health, and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental, and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

(Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, July 2025)

Statutory requirement:

- Relationships and Health Education is compulsory in **primary schools**.
- Relationships, Sex and Health Education is compulsory in **secondary schools**.

At our school, RSHE is delivered through **PSHE education** (Personal, Social, Health, and Economic education) as part of our wider curriculum.

This policy applies to all pupils, including those educated off-site for part of their education. It also signposts support for pupils who need additional help with wellbeing and safety. This policy should be read alongside our Safeguarding and Child Protection Policy, Behaviour Policy, and Online Safety Policy.

Our school reflects the diversity of modern British society. Our school adheres to the Equalities Act 2010 as well as promoting British Values. This includes respect and tolerance of diversity in all its forms. We aim to provide a safe space where pupils can explore identity and build a better future. This policy aligns with and is supported by our policies on Behaviour, Inclusion, Equality, Anti-Bullying, and Safeguarding.

Links:

- [DfE RSHE Statutory Guidance](#)
- [Keeping children safe in education 2025](#)

This policy and all PSHE materials are available in accessible formats on request (large print, translation, simplified English, or audio).

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2. What is PSHE and RSHE?

2.1 Personal, Social, Health, and Economic Education (PSHE)

PSHE education is a school subject that helps pupils develop the knowledge, skills, and attributes they need to manage their lives now and in the future. Evidence shows that well-taught PSHE helps keep children safe, supports mental and physical health, and prepares them for life and work.

(Source: <https://pshe-association.org.uk>)

PSHE, including statutory RSHE includes:

- Physical health (e.g. healthy eating, exercise, sleep, hygiene)
- Mental health and emotional wellbeing (e.g. managing feelings, resilience, grief, loneliness)
- Puberty and changing bodies
- Personal safety (e.g. road, rail, water safety, first aid)
- Online safety and digital wellbeing
- Substance education (e.g. smoking, alcohol, drugs)
- Families and people who care for us

- Friendships and respectful relationships
- Bullying and discrimination (including online)
- Consent and boundaries
- Intimate and sexual relationships (secondary only)
- Tackling misogyny and harmful gender stereotypes (new 2025 focus)

- Belonging to a community
- Media literacy and digital resilience
- Economic wellbeing and financial literacy
- Careers, employability, and enterprise education
- Rights and responsibilities
- Environmental responsibility and active citizenship

A spiral curriculum is used to ensure that topics are taught in both in an age-appropriate way and revisited as children grow and develop their maturity, understanding, and sphere of experience and influence, allowing them to build on prior learning and apply their knowledge and skills with increasing confidence and independence.

2.2 Physical Health and Mental Wellbeing

This statutory element gives pupils the knowledge and skills to make good decisions about health and wellbeing, recognise when they or others need help, and access appropriate support. Mental wellbeing is taught as a normal part of daily life, alongside physical health.

2.3 Relationships Education (Primary)

Relationships Education provides the building blocks for positive relationships with friends, family, and others. It promotes respect for difference and teaches skills for staying safe online and offline. This is statutory.

2.4 Sex Education (Primary)

We teach age-appropriate sex education to help keep children safe and support understanding of puberty and reproduction.

Science curriculum: Covers body parts, growth, puberty, and reproduction in plants and animals. Parents cannot withdraw from science content. [National curriculum in England: science programmes of study - GOV.UK](#)

PSHE curriculum: Includes how a baby is conceived and born. Parents/carers can withdraw their child from this part of the curriculum.

These elements are clearly identified in curriculum information shared with parents. (See [DfE RSHE Guidance](#) Page 6: right to withdraw, Page 11: sex education for details about sex education and section 5.3 about how to withdraw a child from Sex Education lessons)

The school is committed to delivering high-quality RE that prioritises the safety and wellbeing of all pupils. Teaching about relationships and sex is rooted in protective factors that help children recognise healthy, respectful relationships and identify signs of abuse or exploitation. Lessons are age-appropriate, inclusive, and designed to empower pupils with the knowledge, skills, and confidence to seek help when needed. By fostering open dialogue and equipping students with strategies to protect themselves and others, we aim to reduce vulnerability to harm and promote resilience, safeguarding every child as they navigate real-life situations.

2.5 Citizenship Education

Citizenship education is a subject that helps pupils understand their rights, responsibilities, and roles within society. At our school, Citizenship education is incorporated into PSHE.

Primary: Delivered through discrete PSHE lessons in each year group, assemblies, and cross-curricular links.

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3. PSHE Education Curriculum Intent

3.1 Our Values

Mile Oak Primary School has a set of **Core Values** that were selected by the school community. These values underpin the ethos of the school and are promoted throughout the curriculum. They are:

- **Respect** – I embrace difference and consider the feelings, wishes and rights of others while cherishing the environment.
- **Courage** – I relish being challenged and demonstrate resilience when making brave choices in my life.
- **Ambition** – I have the desire, determination and energy to achieve success.
- **Pride** – I am passionate about my school. I always try my best and celebrate my own and others' achievements.

3.2 PSHE Education

At Mile Oak, we follow the RSHE Statutory Guidance Guiding Principles for all PSHE/RSHE lessons and activities:

- ***Engagement with pupils.***
- ***Engagement and transparency with parents.***
- ***Positivity.***
- ***Careful sequencing.***
- ***Relevant and responsive.***
- ***Skilled delivery of participative education.***
- ***Whole school approach.***

(Guiding Principles for RSHE - [Relationships Education, Relationships and Sex Education and Health Education guidance](#))

We use these guiding principles to inform and support all our PSHE/RSHE work.

At Mile Oak, PSHE education is central to our curriculum and our safeguarding provision. PSHE/RSHE forms a key part of preventative education. It helps pupils build positive, equal, and consensual relationships and develop skills to keep themselves and others safe and healthy—both on and offline.

Our curriculum:

- Promotes kindness, respect, consent, resilience, and self-efficacy.
- Is ambitious and inclusive, giving all pupils the knowledge and skills to succeed.

- Provides opportunities to practise skills in real-life contexts, such as managing rejection or asking for help.

3.3 Statutory Duties

Our PSHE programme helps us meet statutory duties to:

- Promote pupils wellbeing.
- Provide a balanced curriculum that develops pupils spiritually, morally, culturally, mentally, and physically.
- Prepare pupils for life's opportunities and responsibilities.

PSHE also promotes **British Values**: democracy, rule of law, individual liberty, and mutual respect.

We comply with:

- **Equality Act 2010** – eliminating discrimination, advancing equality, fostering good relations. [Equality Act 2010: guidance - GOV.UK](#)
- **Human Rights Act 1998** – the Act protects a wide range of rights, including [Article 2 of the First Protocol: Right to education | EHRC](#)

Our PSHE programme is inclusive, reflects diversity, and supports respectful discussion of sensitive issues. It also fulfils safeguarding duties by teaching pupils how to stay safe, including online.

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4. Role of Governors

School governors have a statutory responsibility to ensure that RSHE is delivered effectively, appropriately, and in line with government guidance.

Governors are responsible for:

- Ensuring there is a compliant RSHE policy and that it is reviewed regularly.
- Overseeing the quality and effectiveness of RSHE and PSHE provision.
- Ensuring the curriculum is inclusive, age-appropriate, and meets the needs of all pupils.
- Supporting parental engagement and transparency, including withdrawal rights.
- Ensuring staff have access to appropriate training and resources.
- Monitoring delivery and evaluating impact through reports from the PSHE lead.

The governing body has appointed a link governor for PSHE/RSHE to support oversight, champion inclusion, and ensure statutory compliance.

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5. Families

5.1 Partnership Working

Parents and carers are their child's first educators, and we value their role. Our governing body takes seriously its duty to consider parents and carers' views when developing PSHE/RSHE policy and curriculum. We aim for open, transparent communication and collaboration.

How we engage:

- We hold annual information sessions so families can learn about PSHE/RSHE and the resources we use.
- Where possible we provide interpreters on request and work with the English as an Additional Language and Traveller Service (EALTS) to support families with English as an additional language.
- We make effort to engage parents from faith communities in discussions about PSHE/RSHE.

Resources and communication:

- Our website includes curriculum maps, topic plans, and example resources so families can follow what is taught.
- We share home-learning ideas and signpost support services for family wellbeing.
- Families can contact the PSHE lead, Class Teacher, or Headteacher with questions or concerns.

5.2 Religion and Belief

We respect all faiths and do not assume personal views based on religion. We consider religious backgrounds when planning lessons, for example:

- Teaching different faith perspectives on relationships as well as in drug and Alcohol education.
- We ensure that the topic of marriage is explored in a comprehensive and inclusive way, including different faith and non-faith perspectives. Offering single-sex groups for some puberty lessons.
- Avoiding sex education during Ramadan, where possible.

5.3 Right to Withdraw from Sex Education

Parents/carers can request to withdraw their child from **sex education** delivered as part of RSHE (but not from statutory science content or other RSHE/PSHE content that is not sex education) up to three terms before the child turns sixteen. A child can opt back into sex

education lessons three terms before their 16th birthday if they wish, even if their parent/carer has requested to withdraw them up to that point.

We clearly identify which lessons include sex education in our curriculum map. We inform parents/carers of this right in letters home.

Process:

- A request to withdraw a child from sex education lessons should be made to the headteacher.
- The Head teacher and/or the PSHE coordinator will meet with parents/carers to discuss concerns, explain the curriculum rationale, and explore adaptations where appropriate.
- If parents still wish to withdraw, we will respect the request (unless exceptional circumstances apply) and agree which lesson or lessons the child will miss.
- Pupils withdrawn will receive purposeful alternative education.

Important:

Teachers may answer age-appropriate questions about sex in other contexts (e.g., science or literacy). While we aim to be sensitive, we cannot guarantee these discussions will not occur in front of pupils withdrawn from formal sex education.

Whilst we will agree to most withdrawals as requested, we cannot stop children from discussing lessons out of the classroom and therefore cannot guarantee that children withdrawn from sex education lessons will not hear about the content. This can lead to misinformation and cause confusion and worry or fear. We believe it is far better for children to remain in lessons so that they can learn in a safe environment with carefully planned resources and materials and the teacher can promote the safe exploration of sensitive topics.

The Headteacher's decision regarding withdrawal requests will be documented and retained securely.

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6. The PSHE Education Curriculum

6.1 Curriculum Time and Overview

Our PSHE curriculum is based on the PSHE Association Programme of Study (KS1–KS5) and resources from Brighton & Hove City Council PSHE Service, alongside statutory RSHE guidance. We have adapted these to meet the needs of our pupils and reflect our school's ethos within a broad and balanced curriculum.

The full Curriculum Map is available on our school website:

[PSHE, citizenship and social and emotional aspects of learning curriculum overview planning tool](#)

As recommended in Keeping Children Safe in Education 2025 we provide *'a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.'* ([Keeping children safe in education 2025](#))

Dedicated curriculum time:

- Primary 45 minutes per week

6.2 Coordination

Our PSHE lead developed a bespoke PSHE curriculum, including RSHE, tailored to the specific needs of our school community. This curriculum draws on a range of in-house, locally produced, and nationally recognised resources to ensure relevance and quality. We work closely with the local PSHE Advisory Team to ensure our materials remain current, contextually appropriate, and reflective of local priorities. Responsibilities include:

- Designing and updating the programme of study.
- Organising staff training and sharing up-to-date resources.
- Monitoring delivery through book looks, learning walks, lesson observations, and departmental reviews.
- Ensuring pupils and parent voice informs curriculum development.
- Attending local and national PSHE network meetings and training.
- Liaising with other subject leads to develop cross curricular learning.

Our PSHE/RSHE curriculum is delivered by class teachers, all of whom have received appropriate training. This ensures that lessons are age-appropriate, thoughtfully planned, and supported by high-quality resources. We are committed to creating a safe, inclusive, and respectful learning environment where pupils feel confident to explore and discuss important topics so that they can learn and practice skills.

PSHE is also enriched through assemblies, themed days, and cross-curricular activities that promote personal development and wellbeing. Other subjects also play a role in the provision of PSHE/RSHE.

We also occasionally invite external providers to support and enhance PSHE/RSHE lessons.

6.3 Pupils Participation in Curriculum Review

We regularly seek pupils' feedback through questionnaires and focus groups to inform curriculum development. We ensure all voices are heard, including those of specific groups where appropriate.

Before teaching key topics, we use needs assessments to build on prior knowledge and tailor learning. We also draw on local and national data, including the Safe and Well School Survey, to ensure relevance and accuracy.

6.4 Inclusive and Accessible PSHE Education

Every pupil is entitled to high-quality PSHE education that builds confidence and a positive sense of identity. Our classes include pupils with diverse ethnicities, abilities, languages, religions, family structures, genders, and sexual orientations. We ensure content, resources, and language reflect this diversity.

Examples of inclusive practice:

- Celebrating different family structures, including foster, adoptive, and LGBT+ families.
- Acknowledging varied religious perspectives on issues.
- Integrating content about different identities throughout the curriculum.

Accessibility:

- PSHE/RSHE lessons are adapted to meet the individual needs of all pupils.
- Teachers work closely with the SENCO and use additional resources where appropriate to support access and engagement.
- pupils with SEND benefit from targeted strategies such as scripts, social stories, and adapted materials.
- Some pupils may require pre-teaching of key concepts or 1:1 follow-up session to ensure full access to learning and appropriate participation. These adaptations are coordinated by the class teacher.
- We also inform pupils of what is coming up next so that they have time to consider and ask questions or see the resources ahead of the lesson.

pupils will not be withdrawn from PSHE/RSHE for additional academic support, as PSHE/RSHE is fundamental to wellbeing and underpins wider achievement.

Additional support may include access to learning mentors, small group interventions, the school nurse, mental health practitioners, or referrals to external services.

Where pupils are educated in smaller groups, we ensure they still have access to the PSHE/RSHE curriculum.

6.5 Life Skills Approach

PSHE equips pupils with practical skills for life. Every lesson includes opportunities to develop, practise, and reflect on these skills, which are assessed. Key skills include:

- Staying safe (including online) using a Protective Behaviours approach.
- Accessing help and supporting peers.
- Asking for and giving or refusing consent.
- Building healthy, respectful relationships.
- Assessing and managing risk.
- Making positive choices and being resilient.
- Thinking critically and managing feelings.
- Discussing sensitive issues respectfully.

6.6 Delivery

PSHE is taught by trained staff who understand the subject and can create safe, inclusive learning environments. All lessons are underpinned by our school's safeguarding principles and inclusive learning environment expectations. Teachers:

- Present content clearly and check understanding.
- Address misconceptions and provide constructive feedback.
- Promote respectful discussion of sensitive topics.

PSHE is supported by cross-curricular learning and assemblies. Delivery is monitored, through lesson observations, learning walks, subject reviews, book looks and pupil focus groups or conferencing to ensure consistency and quality.

6.7 Staff Training and Wellbeing

We recognise the expertise required to deliver PSHE safely and effectively.

- All PSHE teachers receive annual training to stay up to date with statutory guidance and best practice.
- Training is provided through INSET, PDM's or external courses.
- Support staff also receive training to manage disclosures and use agreed language for sensitive topics.

All staff reinforce key messages about safety, wellbeing, and equality across the school. Teachers work within this policy, the Teaching Standards, and the Equality Act 2010.

We acknowledge that some topics may be personally challenging for staff and encourage them to seek support from the PSHE lead. Staff are involved in monitoring and reviewing the PSHE policy and curriculum.

6.8 Use of Visitors and External Agencies

Visitors enrich PSHE lessons but do not replace teacher-led delivery. They provide expertise, role models, and signpost services.

Before inviting visitors, we ensure:

- Their approach and resources align with school policy, Teaching Standards, and legal requirements (Equality Act 2010, Human Rights Act 1998, Education Act 1996).
- Safeguarding checks (DBS) are completed.
- Teachers review resources and agree ground rules in advance.

A teacher is always present during sessions to uphold safeguarding and behaviour policies and provide follow-up.

Examples of visitors: Faith leaders, community helpers such as the Police or Fire Service, and local role models.

6.9 Cross-Curricular Links and Awards

Whilst PSHE is best taught as a discrete subject by trained teachers there are many cross curricular links. PSHE complements subjects such as science, PE, RE, computing, and citizenship. It is also reinforced through:

- Assemblies
- Themed days

6.10 Safe Learning Environments and Signposting Support

PSHE lessons often cover sensitive topics that may relate directly to pupils lives. To ensure pupils feel safe and able to learn, we create a respectful and supportive classroom environment. This includes:

- Agreeing ground rules or a working agreement with pupils.
- Sharing a clear confidentiality statement understood by all.

Ground rules can include:

- Respecting privacy—no one is pressured to share personal experiences.
- Taking responsibility for what is shared.
- Avoiding use of names outside the classroom.
- Adults following the same rules, except where safeguarding concerns require disclosure.

Important: Confidentiality does not apply to safeguarding concerns. Any disclosure that indicates a child may be at risk will be reported in line with our Safeguarding Policy (see Section 8).

To maintain a safe environment, we:

- Use distancing techniques (e.g., scenarios, case studies, avoid the use of 'when you').
- Take a normative approach where possible
- Encourage respectful discussion and challenge prejudice.
- Provide anonymous question boxes for pupils to ask questions safely.

Signposting support:

We ensure pupils know how to access help through strategies such as:

- Question Boxes
- Posters and journals listing support services.
- School website links to local and national services.
- Links on lesson resources.

6.11 Teaching and Learning Methodology

PSHE develops knowledge, skills, and attitudes for real-life situations. Our approach includes:

- A spiral curriculum—themes revisited in age-appropriate ways, building on prior learning.
- Active learning methods such as scenarios, structured debates, media analysis, and use of technology.
- Evidence-based approaches, including social norms and delay strategies for RSE and drug and alcohol education.
- Teacher facilitation and pupils participation in evaluating teaching methods.

6.12 Recording, Assessment, and Impact

We use baseline and need assessments before teaching units to tailor learning. Assessment includes:

- Teacher, peer, and self-assessment.
- Recording progress and reporting to families.
- Measuring impact through indicators such as reduced bullying, improved behaviour, and positive wellbeing data such as that from the Safe and well at School Survey (SAWSS).

6.13 Groupings

PSHE is usually taught in mixed-gender groups to promote understanding and empathy. However, single-sex sessions may be used for some RSE topics to support participation, especially for pupils from certain cultural or religious backgrounds. We ensure that the learning is universal and standardised across all groups.

We recognise and respect gender-diverse pupils. Where single-sex groups are used, pupils may attend the group that aligns with their gender identity. We ensure trans pupils have access to all relevant health information.

[\(see BHCC guidance on BEEM for further information if you wish to expand this section\)](#)

6.14 Resources

Resources used in PSHE:

- Align with statutory guidance and school values.
- Are age-appropriate and evidence-based.
- Separate facts from opinions and avoid distressing content.
- Reflect diversity and challenge stereotypes (e.g., showing boys and girls in non-traditional roles).
- Do not imply that non-conformity to gender stereotypes means someone is trans.
- All teaching materials are reviewed annually by the PSHE Lead to ensure continued suitability and compliance with DfE guidance.

We use a mix of resources—picture cards, websites, film clips, games, puppets, and models—to make learning engaging and inclusive. Homework and online research tasks are set carefully to avoid exposure to inappropriate content.

We would like families to take an interest in their child's PSHE/RSHE and be able to discuss at home. We offer annual workshops where families can come into school and view resources.

6.15 Liaison with Partner Schools

We work with partner schools to ensure continuity and progression across phases. While some topics recur, they are revisited with increasing depth and sophistication as part of a spiral curriculum.

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7 Specific Issues

7.1 Sensitive Topics

Our PSHE programme ensures pupils have an age-appropriate understanding of the law regarding sexual activity, relationships, and safeguarding.

We provide non-stereotypical representation of all groups in our school, reflecting diversity in ethnicity, disability, sex, gender identity, sexual orientation, and faith. Lessons promote respect for differences, teach how to communicate respectfully, and help pupils understand the impact of discrimination, bullying, sexual harassment, and prejudice-based language. ([Anti-bullying Policy](#) [Equalities Policy.](#))

Topics covered include:

- Safe touch and consent
- Online safety, AI and deepfakes
- Race and racism

We recognise these are sensitive topics, but they are essential for preparing pupils for life in the modern world. Where sensitive issues are discussed, teachers ensure content is factual, age-appropriate, and aligned with statutory guidance. Our approach promotes protective behaviours, self-esteem, assertiveness, and the confidence to seek help.

7.2 Answering Questions

Curiosity is encouraged as part of learning. We respond positively to questions, considering age and maturity, and model respectful discussion of sensitive issues.

Strategies include:

- Anonymous question boxes allow pupils to submit questions safely.
- Teachers review questions to plan lessons or provide individual/group responses.

- Staff agree in advance how to handle challenging questions and use strategies like: *“I need time to think about that...”* or *“What do you think it means?”*

Questions that raise safeguarding concerns are referred to the Designated Safeguarding Lead.

We manage questions sensitively, with a positive behaviours approach, for pupils withdrawn from sex education, while recognising that related topics may arise in other subjects (e.g., science). Where appropriate, to correct misconceptions or to prevent harm to the pupils we will answer factually to keep them safe. We will also advise the pupil speaks to their trusted adult and will sign post to services as appropriate.

7.3 Responding to Prejudice and Stereotyping

PSHE explores different attitudes and values, which may lead to conflicts between personal, cultural, or religious views and school values. We encourage open discussion while upholding school policy and the law.

Staff will:

- Model respectful listening and empathy.
- Challenge prejudice-based comments, even if made unintentionally. Where unintentional prejudice happens staff will not shame or vilify.
- Record and address incidents in line with school policy.

Pupils learn to be upstanders—to challenge prejudice safely and report bullying or discriminatory behaviour.

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8. Confidentiality, Safeguarding and Disclosure

Effective PSHE teaching can lead to disclosures. Pupils are encouraged to talk with parents, carers, or trusted adults about concerns or questions.

8.1 Confidentiality

We explain to pupils, in age-appropriate language, that staff cannot promise complete confidentiality. If a disclosure indicates harm or risk of harm, staff must share this information in line with safeguarding procedures.

Staff receive training on managing disclosures, including those arising during PSHE lessons. Pupils are reminded of sources of confidential support (e.g., Childline, school counsellor).

If a pupil asks for information not to be shared, we will respect this unless:

- There is a safeguarding concern.
- Police request information.
- A referral to an external service is required.

If confidentiality must be broken this will be done in the child's best interests and following discussion with the Designated Safeguarding Lead. Pupils will be informed first and supported throughout. Information such as a pupil's sexual orientation, gender identity or HIV status is treated with sensitivity and shared only on a need-to-know basis." Such information will only be shared on a need-to-know basis and, where possible, with the pupil's consent.

8.2 Safeguarding

The child's best interests guide all decisions. If a disclosure raises a safeguarding concern, we follow the school's Safeguarding and Child Protection Policy ([Safeguarding Policy](#)).

We recognise that some PSHE topics may be sensitive for pupils with certain experiences. Where appropriate, we work with pupils and families to ensure safe access to learning.

Our school is trauma-informed and understands that experiences of abuse can affect behaviour, attendance, and achievement. We apply this awareness across all teaching.

8.3 Use of Artificial Intelligence (AI) in PSHE/RSHE

At Mile Oak we recognise the increasing role of artificial intelligence (AI), including generative AI tools, in education. When used appropriately, AI can support teaching and learning by offering alternative explanations, personalised guidance, and enhanced resource creation. Teachers may use AI to support planning and differentiation, and students may use AI to explore concepts, check understanding, or research topics.

However, the use of AI also presents risks that must be carefully managed. These include the potential for inaccurate or biased information, oversimplified or inappropriate content, over-reliance on automated tools, academic dishonesty, impersonation, and data privacy concerns where personal information is entered into external platforms. The risks are heightened within PSHE/RSHE, where students may seek sensitive or personal advice that AI is not designed to provide safely, accurately or in an age-appropriate way.

To ensure safe and responsible use:

- Staff must review and quality-assure any AI-generated material, ensure it is factual, age-appropriate, unbiased, and aligned with statutory RSHE guidance, and must not input personal or sensitive information into AI systems. AI should support but never replace professional judgement, safeguarding responsibilities, or evidence-based teaching.

- Students will be taught to critically evaluate AI-generated information, verify it using trusted sources, avoid entering personal or sensitive details, uphold academic integrity, and recognise that AI cannot replace conversations with trusted adults, particularly around personal or safeguarding matters.
- Any use of AI within PSHE/RSHE must be age-appropriate, carefully supervised, and aligned with the school's safeguarding, online safety, data protection, and curriculum policies.

The school remains committed to providing clear guidance on AI use and supporting students to develop digital literacy, critical thinking, and responsible decision-making skills. All use of AI will be monitored to ensure it remains safe, ethical, and appropriate for learners.

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9. Monitoring and Evaluation

The governing body oversees policy review and monitoring. The PSHE coordinator supports this by:

- Writing a PSHE development plan informed by school needs, local and national guidance.
- Meeting with staff delivering PSHE.
- Regular review of resources.
- Auditing provision to ensure inclusivity and effectiveness.
- Gathering pupil feedback through surveys and focus groups.
- Providing staff training based on identified needs.

Impact is monitored through attendance, behaviour data, safeguarding logs, and wellbeing surveys such as SAWSS.

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10. Complaints

Concerns or complaints regarding this policy, or the provision, organisation, or delivery of PSHE/RSHE, should be directed to the PSHE Lead or Headteacher. Alternatively, complaints can be submitted through the school's formal complaints procedure, which is available here; [Complaints Policy.](#)

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11. Policy Development

This policy was developed through consultation with staff and governors. Our process included:

- Staff training on PSHE principles.
- Governor liaison with the PSHE coordinator.
- Parent consultation meetings, ensuring inclusivity.
- Ratification by the governing body.

The policy has been shared with the school community and will be reviewed every two years or sooner if guidance or other changes needed.

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12. Appendices

Appendix A – Glossary

PSHE (Personal, Social, Health, and Economic Education) -A school curriculum subject that helps children and young people develop the knowledge, skills, and attributes they need to keep themselves healthy, safe, and prepared for life and work.

RSHE (Relationships, Sex and Health Education) - Statutory elements of the PSHE curriculum in England. It includes:

Relationships Education (primary)

Relationships and Sex Education (RSE) (secondary)

Health Education (primary and secondary)

RSE (Relationships and Sex Education) - A statutory aspect of PSHE for secondary pupils. It teaches about healthy relationships, consent, respect, families, sexual health, and the law, in an age-appropriate way.

Relationships Education - A statutory requirement in primary schools. Focuses on families, friendships, online relationships, and the characteristics of positive relationships.

Health Education - A statutory subject teaching physical and mental health, wellbeing, personal safety, and safeguarding, including online safety.

Safeguarding - Protecting children from maltreatment, preventing impairment of health or development, and ensuring safe and effective care. All RSHE/PSHE teaching must align with safeguarding policy.

Consent - A clear, freely given, and informed agreement to participate in an activity. In RSE this includes understanding boundaries, respect, and the law.

Healthy Relationships - Relationships based on mutual respect, trust, honesty, and equality. Includes friendships, families, and intimate relationships.

Sexual Health - Knowledge and skills related to safe, healthy sexual behaviour and wellbeing, including contraception, STIs, and accessing support.

Online Safety / Digital Literacy - Understanding how to stay safe online, including recognising risks, managing personal information, and respectful online behaviour.

Emotional Wellbeing / Mental Health - Understanding feelings, resilience, self-esteem, stress management, and how to seek help.

Puberty - The physical and emotional changes that occur as children develop into adults.

Gender Identity - A person's internal sense of their own gender. Schools teach in line with statutory guidance, ensuring teaching is age-appropriate, factual, and safeguarded.

Sexual Orientation - Who someone is attracted to (emotionally, romantically, or sexually). Teaching focuses on respect, equality, and the law.

Protected Characteristics - Characteristics protected by the Equality Act 2010, such as sex, race, disability, religion, gender reassignment, or sexual orientation. PSHE and RSHE must ensure no discrimination.

Equality and Diversity - Promoting fairness, respect, and inclusion while valuing individual differences.

Discrimination - Unfair or prejudicial treatment based on protected characteristics. PSHE promotes understanding and the prevention of discrimination.

Bullying / Online bullying - Behaviour intended to hurt someone physically, emotionally, or socially, including through online platforms.

Safeguarding Concerns / Disclosures - Any concern about a child's safety or wellbeing. Staff must follow school safeguarding procedures when disclosures occur during PSHE/RSHE learning.

Age-Appropriate Teaching - Ensuring content matches pupils' developmental stage, needs, and maturity.

Withdrawal from Sex Education - Parents/carers may withdraw their child from sex education in school. They cannot withdraw from Relationships or Health Education.

Safe Learning Environment - A classroom atmosphere where pupils feel safe to discuss sensitive topics without fear of judgement.

Distance Techniques - Using stories, puppets, or third-person scenarios to discuss sensitive issues, ensuring the topic is not too personal for the pupil.

Normative/Strengths-Based Approach - Focusing on positive behaviours and building resilience, rather than just preventing risk.

Add to or remove as appropriate. By including glossary some earlier sections may be able to be reduced.

Appendix B - Local services and support for young people

[BHCC PSHE Team](#)

[BHCC Equality and anti-Bullying Service](#)

[Front Door for Families](#)

[BHISS](#)

[Anti Racism Education Team](#)

[EALTS](#)

[Allsorts](#)

[BMEYPP](#)

[Amaze](#)

[SHAC](#)

Appendix C – Further Information and Useful Links

[Drug and alcohol incidents and searching](#)

Smoke-free and alcohol-free sites

[B&H Safeguarding Children Partnership](#)

Responding to disclosures of under-age sex (13-16+)

[Dash \(domestic abuse, stalking and honour-based abuse\) checklist](#)

[*Back to content.*](#)