



CATALYST
ACADEMIES TRUST

Personal Social Health (including Relationships and Health) Education Policy

Date policy last reviewed: September 2026

Statement of intent

Catalyst Academies Trust is committed to delivering a broad and balanced curriculum that supports pupils' spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities and responsibilities of later life. A strong PSHE curriculum is central to this, helping pupils become well-rounded individuals who contribute positively to their community.

As part of PSHE, the school provides age-appropriate Relationships and Health Education (RHE) to all pupils as a statutory requirement. All references to PSHE in this policy include RHE. Lessons are delivered in a safe, supportive environment where pupils can ask questions and where sensitive topics are approached with care. Parents and teachers work in partnership to ensure a consistent, whole-school approach.

RHE is compulsory in all primary schools in England. The curriculum content has been developed nationally with input from parents, pupils, schools and experts. Parents may discuss this policy at any time, and staff receive appropriate training and resources to deliver the curriculum effectively.

We recognise our duty to prepare pupils for adult life, including through high-quality relationships education for all primary-aged pupils. Schools may also choose to teach sex education; where included, this is limited to age-appropriate learning about conception and birth, and does not extend beyond the focus on reproduction. Health education is also statutory in state-funded primary schools.

Relationships education equips pupils with the knowledge to make informed decisions about their wellbeing, health and relationships, and ensures they know how to seek help from a trusted adult. Health education provides factual, age-appropriate information about physical and emotional changes, including puberty.

This policy outlines the framework for delivering high-quality, evidence-based RSHE that is inclusive, age-appropriate and clearly organised. Our vision for pupils, staff and the wider school community is to strive for personal best in all aspects of school life.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'National curriculum in England: framework for key stages 1 to 4'
- DfE 'Personal, social, health and economic (PSHE) education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Keeping children safe in education' (KCSIE)
- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection Policy
- Behaviour and Discipline Policy
- SEN Information
- Inclusion Policy
- Equality and Diversity Policy
- Anti-bullying Policy
- Online Safety Policy
- Visitor Policy
- Key Improvement Priorities

2. Roles and responsibilities

The governing board is responsible for:

- Actively monitoring, developing, reviewing and overseeing the effective implementation of the PSHE/RHE policy.
- Ensuring the policy complies with equality legislation and does not discriminate against any protected characteristic.
- Appointing a link governor for PSHE to support the school and monitor delivery within the School Action Plan.
- Ensuring all pupils, including those with SEND, make appropriate progress and can access high-quality teaching.
- Making sure the curriculum is well led, effectively managed, appropriately planned and regularly evaluated.
- Ensuring PSHE and RHE are properly resourced, staffed and timetabled to meet statutory requirements.
- Providing clear information for parents on subject content and their right to request withdrawal where applicable.
- Maintaining an up-to-date written PSHE/RHE policy, published on the school website and available free on request.
- Ensuring staff receive appropriate and ongoing training and are kept up to date with policy and statutory guidance.

The headteacher will be responsible for:

- Complying with statutory frameworks and acting within professional duties.
- Promoting tolerance, respect for others, cultural diversity, and fundamental British values (democracy, rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs).
- Ensuring a broad, coherent curriculum that clearly defines the knowledge, skills, and values taught.

- Guaranteeing that PSHE teaching is delivered with strong subject expertise and appropriate pedagogical approaches.
- Overseeing the day-to-day implementation and management of the PSHE policy.
- Managing and responding to complaints in line with the school's Complaints Procedures Policy.
- Ensuring the overall implementation and effectiveness of this policy.

Specific to the RHE curriculum, the headteacher is responsible for:

- Allocating sufficient curriculum time for statutory RHE.
- Supporting staff who feel unprepared or conflicted in delivering RHE.
- Ensuring parents are fully informed about the policy and have access to RHE resources in advance.
- Reviewing and discussing parental withdrawal requests.
- Arranging appropriate alternative education for withdrawn pupils.
- Reporting to the governing board on the policy's effectiveness.
- Reviewing the policy annually.

The PSHE subject leader will be responsible for:

- Leading, managing, and developing the school's PSHE provision.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy.
- Safeguarding and promoting the welfare of all pupils.
- Working with staff and external agencies to design a comprehensive, well-sequenced PSHE curriculum.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their potential.
- Acting as a positive role model for pupils and staff.

Specific to RHE, the PSHE leader is responsible for:

- Ensuring staff values or attitudes do not prevent balanced RHE delivery.

- Providing agreed, consistent vocabulary for lessons.
- Ensuring RHE content is age-appropriate, high-quality, and up to date.
- Providing teachers with adequate resources.
- Ensuring the school meets all statutory requirements for relationships and health education.
- Ensuring RHE (and any optional sex education) is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure RHE complements, rather than duplicates, national curriculum content.
- Liaising with parents and carers, sharing resources on request to support learning at home.
- Monitoring and evaluating RHE effectiveness and reporting outcomes to the headteacher.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

Teachers are responsible for:

- Delivering a high-quality, age-appropriate Relationships and Health Education curriculum in line with statutory guidance.
- Using varied teaching approaches and resources to meet the needs of all pupils.
- Maintaining professional impartiality and not expressing personal views or beliefs.
- Modelling positive attitudes and behaviours towards relationships, sex and health.
- Responding to safeguarding concerns in accordance with the Child Protection and Safeguarding Policy.
- Planning, assessing and monitoring learning in line with subject requirements.
- Working with the SENCO to support pupils with SEND and adapt provision as needed.

- Collaborating with the RHE subject leader to evaluate and improve quality of provision

Parents are responsible for:

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics that have been taught in school.
- Liaising with the school to seek additional support if needed.

3. Organisation of the curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The school understands that it is required to deliver statutory relationships education and health education, and that it has the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school will teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. Teaching will focus on ensuring pupils understand boundaries and privacy with peers, families and others, in all contexts, including online.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing admin.QHA@catrust.org.uk

4. Consultation with parents regarding RHE

The school understands the important role parents play in enhancing their children’s understanding of relationships and health and how important parents’ views are in shaping the curriculum.

The school will consult with parents when reviewing the content of the school’s RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a ‘veto’ on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

The school will be mindful of the personal circumstances of all pupils to ensure there is no stigmatisation of based on home circumstances, support networks or family needs.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work with parents in reviewing the sex education curriculum and will consult annually regarding content, organisation and delivery of the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

In line with statutory guidance, parents will be given the right to request that their child be withdrawn from the additional sex education sessions delivered as part of statutory RSE, which is further outlined at section 14 of this policy.

5. PSHE education overview

Through the curriculum, pupils will be taught about the expected areas of PSHE (specific information is available on the curriculum on each schools website).

Areas covered in this curriculum are:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- Economic Wellbeing
- Careers Education: aspirations, learning and work
- General wellbeing
- Internet safety and harms
- Physical health and fitness
- Sex education

6. Delivery of the curriculum

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

RHE will be delivered through the [science curriculum](#) and the [PSHE curriculum](#).

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds,

their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Opportunities to teach safeguarding

Further to the prescribed curriculum for RHE, teaching will focus on safeguarding and preventative education. The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobic and sexual violence or harassment.

The teaching of safeguarding and preventative education will be fully inclusive and developed to be age and stage of development appropriate.

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks

The Law

It is important for pupils to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. The school curriculum will include teaching pupils about

a range of important facts, including, but not limited to, the rules regarding personal information, pictures, videos and other material using technology. This will help pupils to identify what is right and wrong in law, but it can also be useful in providing a good foundation of knowledge for deeper discussion about all types of relationships. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, as related to their age and understanding.

Pupils with SEND

The school will develop and deliver RSHE in a way that is accessible for pupils with SEND and will support them to prepare for adulthood, in line with the SEND Code of Practice (0 to 25 years).

The school will recognise that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other related risks. RSHE will therefore be particularly important for these pupils, including those with social, emotional and mental health needs or learning disabilities, and teaching will be planned to provide appropriate support, safeguarding, and opportunities to build understanding and confidence.

Dealing with difficult questions

The school will ensure that staff delivering PSHE will feel confident and supported to lead lessons and respond appropriately to pupils' questions particularly in relation to RHE. The school will recognise that where a member of staff does not feel confident leading discussion, this may affect pupils' engagement and learning.

The school will provide regular professional development to support effective delivery of RSHE, including training on confidentiality, establishing ground rules, handling sensitive or controversial issues, and responding to awkward or difficult questions.

Pupils may ask questions that go beyond the RSHE curriculum content covered by the school, or that relate to sex education from which they have been withdrawn. In these situations, the school will ensure that staff will respond in a way that supports the pupil and maintains an appropriate learning environment. Where staff feel a question is not suitable to address in class, they may defer it and seek advice from the RSHE subject leader or the safeguarding lead.

If a pupil asks a question or makes a comment that raises a safeguarding concern, the school will respond in line with its Child Protection and Safeguarding Policy. Staff will not promise confidentiality and will explain, where appropriate, that they may need to share information with the DSL in order to keep the pupil safe. Any concern, disclosure or indication that a pupil may be at risk of harm (including sexual abuse, exploitation, harmful sexual behaviour, or self-harm) will

be reported to the DSL without delay and recorded in accordance with the school's safeguarding policy. Staff will follow the school's child protection and safeguarding procedures at all times.

7. Working with external experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

8. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that PSHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

9. Curriculum links

The school seeks opportunities to draw links between PSHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

10. Right to request withdrawal from sex education

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

The headteacher will automatically grant a request to withdraw a pupil from sex education, other than content that is taught as part of the science curriculum.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Parents will not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

11. Staff training

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the PSHE, RHE programmes and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a regular basis, led by the subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

12. Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's

privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

13. Monitoring and review

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subject. They will conduct a range of monitoring activities throughout the year in to evaluate the quality of education.,

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the PSHE subject leader and trust headteachers. This policy will be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.