WIMBLEDON CHASE PRIMARY SCHOOL

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

PSHE, Relationships, Sex and Health Education (RSHE) Policy

September 2026

1. Introduction

At Wimbledon Chase Primary School, we want our school to be a warm and welcoming place where everyone feels that they belong. We want children to feel happy, safe and secure as learners. Safe, trusting and consistent relationships are the foundation for emotional regulation, engagement in learning and positive behaviour.

Our PSHE and RSHE curriculum is therefore underpinned by The Wimbledon Chase Way and our trauma-informed relational approach. We understand that behaviour is communication and recognise the importance of empathy, inclusion, curiosity, unconditional positive regard, co-regulation, clear boundaries and relationship repair. Connection comes before correction.

PSHE provides planned opportunities for children to develop the knowledge, skills, attitudes and values they need to look after their wellbeing, build healthy relationships, make informed decisions, contribute positively to their community and wider society, and develop confidence and self-efficacy.

2. Aims

This policy aims to:

- provide a coherent, age-appropriate PSHE and RSHE curriculum that supports children's wellbeing, safety, relationships and personal development.
- meet the statutory requirements for Relationships Education and Health Education and to provide additional, age-appropriate Sex Education where this is taught.
- help children develop respectful, caring and healthy relationships, including in online spaces.
- support children to understand and manage emotions, seek help and develop positive mental and physical health habits.
- help children understand difference, inclusion, rights and responsibilities and contribute positively to the wider community.
- provide a safe, respectful environment in which children can ask questions, discuss sensitive issues and understand how to seek support.
- ensure teaching is inclusive and accessible, including for pupils with SEND and those who may need additional support because of their individual circumstances.

3. Statutory framework

This policy has been reviewed in light of the Department for Education revised statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, which came into effect on 1 September 2026. The school has regard to this statutory guidance.

For primary pupils, Relationships Education and Health Education are statutory. Sex Education is not compulsory at primary level beyond the statutory requirements within Science and the statutory Health Education content relating to puberty and the changing adolescent body. Where Wimbledon Chase Primary School provides additional Sex Education, this is clearly identified in this policy and the school's curriculum documentation.

The school also has regard to relevant safeguarding, equality, SEND and curriculum requirements. This policy should be read alongside the school's safeguarding, behaviour and other relevant policies.

4. PSHE and RSHE at Wimbledon Chase

PSHE and RSHE are taught as part of a planned curriculum and are also reinforced through the wider life of the school, assemblies, relationships, routines, pastoral support and cross-curricular opportunities. The curriculum is organised through three familiar 'Umbrellas':

- Relationships – relationships with families and people who care for us, friendships, respectful relationships, feelings, difference, online relationships and keeping safe.
- Health & Wellbeing – mental wellbeing, physical health and fitness, healthy eating, drugs, alcohol and tobacco, prevention and health, growing and changing, and help-seeking.
- Living in the Wider World – rights and responsibilities, citizenship, money, the environment, valuing difference, staying safe, digital life and participation in the wider community.

The detailed year-by-year curriculum content and progression are set out separately in the school's PSHE/RSHE Curriculum and Progression document. This allows the policy to remain concise while providing staff with the detail needed for planning and teaching.

Contextual Curriculum, Economic Education and Future Careers

Contextual Curriculum

PSHE/RSHE at Wimbledon Chase Primary School is responsive to the needs, experiences and circumstances of our pupils, families and wider community. The curriculum is planned so that statutory Relationships Education and Health Education are delivered consistently, while the wider PSHE curriculum can be adapted to reflect relevant local, national and online contexts.
Teachers and leaders may adapt, revisit or extend content in response to:

- the needs, experiences and developmental stage of pupils and particular cohorts;
- issues arising within the school, local community or wider society;
- national or local events and changes that are relevant to pupils;
- emerging online trends, technologies and safeguarding concerns;
- pupil, parent/carer and staff feedback;
- the needs of pupils with SEND or other additional needs;
- equality, diversity, inclusion, rights and responsibilities; and
- identified gaps in pupils' knowledge, skills, confidence or wellbeing.

Where appropriate, contextual teaching will be used to help pupils apply PSHE/RSHE knowledge to real-life situations. Teachers will maintain age-appropriate boundaries and ensure that contextual examples do not compromise the statutory content, safeguarding responsibilities or inclusive principles of the curriculum.

Economic Education and Future Careers

Economic and careers education forms part of the Living in the Wider World umbrella. At primary level, careers and economic education are not statutory in the same way as Relationships Education and Health Education; however, Wimbledon Chase recognises the value of developing pupils' understanding of money, work, skills, aspirations and future opportunities from an early age.
Economic and careers learning will be age-appropriate and may be taught through PSHE, citizenship,

assemblies, visits, visitors, enrichment opportunities and links with other areas of the curriculum. It will support pupils to develop curiosity, confidence, independence and a broad understanding of the opportunities available to them.

Curriculum Progression

The detailed year-by-year content and progression for PSHE/RSHE, including contextual, economic and careers learning, is set out in the school's separate RSHE DfE Guidance, Programme of Study and Curriculum Model which can be found by clicking on the this link. These are provided by the PSHE Association and can be viewed on this link. This allows the policy to remain clear and strategic while the curriculum document can be reviewed and adapted more regularly in response to pupils' needs and the changing context.

5. Relationships Education

Teaching reflects the school's relational approach: children are supported to understand themselves and others, repair relationships where appropriate, and develop the skills needed to participate positively in school and wider life.

The curriculum may include:

- understanding money, saving, spending and making informed choices;
- developing awareness of different types of work, jobs and workplaces;
- developing enterprise, creativity, problem-solving, teamwork and communication skills;
- recognising personal strengths, interests, skills and qualities;
- learning about a wide range of careers and challenging assumptions or stereotypes about who can do particular jobs;
- meeting or learning from visitors and people working in different roles and sectors;
- understanding how learning, skills and personal qualities can support future opportunities;
- developing aspirations and awareness of different routes into education, training and employment; and
- understanding that people make different choices about work, money and future pathways.

Teaching includes:

- families and people who care for us, recognising that families can look different and should not be stigmatised;
- caring friendships and respectful friendships;
- respectful relationships, including kindness, boundaries, communication, managing disagreement and resolving conflict;
- recognising difference and treating others fairly and with dignity;
- online relationships, including applying the same expectations of kindness, respect, privacy and safety online as face to face;
- being safe, recognising inappropriate behaviour and knowing when and how to seek help.

6. Health Education

Health Education is statutory and is taught through planned PSHE lessons and relevant wider opportunities. It supports children to understand and develop habits that promote physical and mental health and wellbeing.

Key areas include:

- Mental wellbeing and emotional literacy
- Physical health and fitness
- Healthy eating
- Prevention and self-care
- Medicines, drugs, alcohol and tobacco
- Sleep and healthy routines
- Personal hygiene
- Basic first aid
- Growing and changing
- Seeking help when needed

The curriculum also supports children to develop an age-appropriate understanding of:

- Feelings and emotional wellbeing
- Change and transition
- Loss and grief
- Loneliness
- Resilience
- Self-care
- The importance of trusted adults and professional help

7. Puberty and Additional Sex Education

Puberty and the changing adolescent body are taught as part of statutory Health Education. The Department for Education recognises that puberty can begin at different ages and that, although the average age of the onset of menstruation is around 12, periods can begin as early as age 8. The revised DfE guidance therefore expects puberty content to be taught from Year 4 onwards, so that children have appropriate knowledge and understanding before they experience these changes.

At Wimbledon Chase Primary School, puberty and menstruation education is therefore introduced in Year 4 and revisited and developed through the later primary years. This includes age-appropriate preparation for physical and emotional changes, personal hygiene and the development of healthy attitudes to growing and changing.

Statutory content taught includes:

- Changes that happen to the body during puberty, including physical and emotional changes.
- Menstruation, including what it is, the menstrual cycle, menstrual hygiene and managing periods.
- Changes to the body such as body hair, changes in body shape, skin changes and other physical developments.
- The emotional and social changes that can accompany puberty.
- Personal hygiene and self-care during puberty.

- Understanding that puberty happens at different times and that everyone develops differently.
- Appropriate scientific vocabulary for body parts and changes.
- Feelings, questions and concerns that may arise during puberty, and how to seek help from trusted adults.

Sex Education at primary school is non-statutory. Wimbledon Chase Primary School has chosen to provide a limited programme of additional, age-appropriate Sex Education. This is separate from statutory Relationships Education, Health Education and Science, and is clearly identified in the school's curriculum documentation.

The non-statutory additional Sex Education programme includes:

- Understanding human reproduction in an age-appropriate and factual way.
- An age-appropriate explanation that conception occurs when a sperm and an egg meet.
- Understanding the biological role of sexual intercourse in conception, using factual and age-appropriate language.
- A basic understanding of pregnancy and how a baby develops before birth.
- An age-appropriate overview of birth.
- Opportunities for pupils to ask questions about reproduction, growing up and relationships in a safe and respectful environment.
- Understanding how to seek help and advice from trusted adults when they have questions or concerns.

This additional Sex Education is non-statutory and is subject to the parental right of withdrawal. Parents/carers cannot withdraw their child from statutory Relationships Education, Health Education or the statutory Science curriculum.

Sex Education and puberty education are taught in the Summer Term. This is a deliberate school decision because by this point in the year teachers and pupils have had time to establish strong, trusting relationships and a secure classroom environment. This timing supports the school's trauma-informed relational approach and enables sensitive questions to be handled with care. Teaching is factual, age-appropriate, inclusive and focused on health, safety, relationships and personal development. Teaching will introduce and reinforce correct scientific vocabulary and create a calm, respectful environment in which pupils can ask questions and discuss puberty, reproduction and growing up without embarrassment or shame.

8. Teaching and learning

PSHE and RSHE are taught through a range of age-appropriate approaches, including discussion, questioning, stories, scenarios, role play, drama, reflection, collaborative activities, assemblies and explicit teaching. Teachers create a respectful environment in which pupils can contribute without pressure to disclose personal experiences.

In Key Stages 1 and 2, PSHE is taught through planned lessons, with learning also reinforced through the wider curriculum and school life. In the Early Years Foundation Stage, relevant learning is embedded through the Early Years curriculum and daily practice.

Teachers should use clear language, establish ground rules and respond to questions sensitively. They should not ask pupils to share personal or family experiences as evidence of learning.

9. Inclusion and accessibility

All pupils are entitled to high-quality PSHE and RSHE. Teaching is adapted to meet individual needs, including the needs of pupils with SEND. Staff work with the SENCO, pastoral staff and families where appropriate to identify suitable adaptations, resources, communication approaches and additional support.

The curriculum reflects the diversity of the school community. Teaching should avoid stereotypes and should enable pupils to understand and respect differences between people and families.

10. Online Safety and Digital Life

Online safety is an integral part of PSHE and RSHE. Online safety and harms form part of the statutory Relationships Education and Health Education curriculum. The school also reinforces online safety through Computing, safeguarding, assemblies, the wider curriculum and the everyday use of technology.

Statutory online safety content includes:

- Understanding that the same expectations of behaviour apply online as in face-to-face relationships, including being kind, respectful and considerate of others.
- Understanding positive, healthy and respectful online relationships.
- Understanding the risks of sharing personal information online and how to use privacy and location settings to protect personal information.
- Understanding the difference between public and private online spaces and the associated safety issues.
- Recognising that people may present themselves differently online and that online content may not always be truthful, realistic or representative of everyday life.
- Understanding that information, comments, images and videos shared online may be copied, circulated and difficult or impossible to remove.
- Understanding the potential risks and consequences of sharing personal information, images or other material online.
- Recognising harmful behaviour online, including bullying, abuse and harassment, and knowing how to report concerns and access support.
- Understanding how social media and online communication can contribute to conflict and knowing strategies for managing disagreements safely.
- Knowing how and where to seek help when something online causes concern, distress or feels unsafe.
- Understanding that online content can include inappropriate or upsetting material and knowing what to do if this is encountered.
- Developing the confidence to talk to a trusted adult about online experiences and concerns.

As children grow older, teaching develops their understanding of:

- Age restrictions and why these are in place.
- Digital footprints and the potential impact of online activity.
- Privacy, personal information and how data may be collected and used.
- Fake websites, scams, fraudulent messages and other forms of online manipulation.
- How advertising, social media and online information can influence choices and behaviour.
- The use of AI-generated or manipulated content and the importance of checking whether information or images are genuine.
- Deepfakes and manipulated images, where appropriate to pupils' age and understanding.
- Harmful or inappropriate online content and how to report it.
- The ways in which technology and social media can be used for bullying, harassment, stalking, coercive or controlling behaviour and other forms of abuse.
- How to respond safely when they or someone else is affected by harmful online behaviour.

The school recognises that children's online experiences develop rapidly. Content is therefore reviewed and adapted to reflect the age, maturity and contextual needs of pupils, emerging technologies and relevant safeguarding concerns.

Teaching is age-appropriate and focuses on helping pupils to make safe, informed and respectful choices online. Children are encouraged to recognise when something does not feel right, to stop and seek help, and to understand that they will not be in trouble for asking a trusted adult for support. The school will respond to emerging online risks and issues affecting the school community and will work with families where appropriate to support children's safety and wellbeing online.

11. Safeguarding and sensitive questions

PSHE and RSHE can raise sensitive questions or lead pupils to disclose information about their experiences. Staff respond calmly, respectfully and without judgement, while maintaining professional boundaries.

Staff must not promise confidentiality. Any concern or disclosure that may indicate a safeguarding issue is dealt with in accordance with the school's safeguarding procedures and referred to the Designated Safeguarding Lead (DSL) where appropriate.

Where a question is not appropriate for the whole class, the teacher may respond briefly, provide an age-appropriate explanation, arrange a follow-up conversation or seek advice from the PSHE Lead/DSL. Staff should not provide personal advice or encourage pupils to disclose private information.

12. Resources and external providers

The school uses a range of established resources to support PSHE and RSHE teaching, including resources from the PSHE Association and OAK Academy. Resources are selected and reviewed for age-appropriateness, accuracy, inclusivity, accessibility and alignment with this policy and statutory

guidance.

Where an external provider is used, the school remains responsible for the content delivered. Appropriate checks are undertaken, staff are clear about the intended learning, and safeguarding and supervision arrangements are in place.

13. Parents and carers

The school values the role of parents and carers and recognises that children's learning about relationships, health and personal development is most effective when home and school work together.

The school will make the policy available to parents and carers and will provide clear information about what is taught and when. Relevant curriculum materials can be made available in accordance with school arrangements.

A full formal consultation on the PSHE/RSHE curriculum is planned for Spring Term 2027. This will provide an opportunity for parents and carers, pupils and governors to review the curriculum in detail and contribute to its future development.

14. Withdrawal from Sex Education

There is no right to withdraw a child from statutory Relationships Education, Health Education or the statutory Science curriculum. Parents/carers may request that their child is withdrawn from additional Sex Education that is not part of the statutory Science or Health Education curriculum. Requests should be made to the Headteacher. The school will discuss the request with the parent/carer and explain the content and purpose of the relevant teaching before confirming arrangements.
Where a pupil is withdrawn, appropriate alternative learning will be provided. The form that parents need to complete they wish to withdraw their child from Sex Education can be found in Appendix A.

15. Roles and responsibilities

- Governors: approve the policy and maintain oversight of the school's statutory duties and curriculum arrangements.
- Headteacher: ensure the policy is implemented, resources and staffing are appropriate, and safeguarding arrangements are followed.
- PSHE Lead: oversee curriculum planning and progression, resource selection, staff support, monitoring and review, and keep up to date with relevant guidance.
- Teachers and support staff: deliver the curriculum sensitively, model positive relationships and respond appropriately to individual needs and safeguarding concerns.
- All staff: contribute to a consistent culture of respect, belonging, inclusion and relational safety.

16. Assessment, monitoring and evaluation

Assessment in PSHE and RSHE is primarily formative. Teachers use discussion, questioning, observation, pupil reflection and completed work to identify understanding and next steps. Baseline and end-of-unit reflection may be used where appropriate.
The PSHE Lead monitors the quality and consistency of provision through curriculum review, planning

and resource scrutiny, learning walks, pupil voice and discussion with staff. Governors receive appropriate information through the school's monitoring and reporting arrangements.

17. Staff training

Staff receive appropriate support and training to teach PSHE and RSHE confidently and sensitively. Training is refreshed as required when statutory guidance, curriculum content, resources or identified pupil needs change. Staff teaching additional Sex Education receive appropriate guidance and support.

18. Policy development and review

This policy is reviewed in line with statutory guidance and the school's policy review cycle. The school will consult parents when developing and reviewing the policy and will take account of pupil and staff views as appropriate.
This policy should be read alongside the school's PSHE/RSHE Curriculum and Progression document, safeguarding policy, behaviour policy and other relevant school policies.

Next planned full curriculum consultation and policy review: Spring Term 2027.
Policy date: September 2026
Subject Area Lead: Nikki Adamson - Responsible SLT member
Emily Edwards - PSHE Lead
Jane Lawless - PSHE Lead

Name/Signature of Chair of Governors: Fiona Hunter **Date: September 2026**

Name/Signature of Head teacher: Caroline Gibbins **Date: September 2026**

Review date: September 2027

Appendix A:

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			