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

KS3 and KS4

Policy Owner:	The Executive Headteacher	
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Contents

Section

1. Introduction
2. The Hub School Vision for PSHE Education / RSHE
3. Curriculum Time and Whole-School Approach
4. Statutory Requirements and Curriculum Framework
5. Online Safety and Digital Relationships
6. Working in Partnership with Parents and Carers
7. Special Educational Needs and Disabilities (SEND)
8. Safeguarding and Support
9. Teaching and Learning
10. Teacher Support and Professional Development
11. Assessment, Monitoring and Evaluation
12. Links to Other Policies and Curriculum Areas
13. Policy Development, Review and Approval

Appendix

A. KS3 Project 5 Curriculum Map
B. KS4 Curriculum Map

1. Introduction

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

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

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

Relationships Sex and Health Education (RSHE) is a statutory part of the secondary school curriculum and reflects our commitment to delivering high-quality learning opportunities that support students' wellbeing and helps to keep them safe. In secondary education, RSHE builds on the statutory learning delivered in primary schools (see PSHE and RSHE KS2 Policy 2026) and responds to the increasingly complex social, emotional and physical experiences of adolescence.

This includes learning about:

- relationships and intimacy;
- consent and the law;
- exploitation and abuse;
- online behaviour;
- mental wellbeing;
- substance use;
- physical health;

Alongside the development of the knowledge, language and skills needed to manage risk, seek help and make informed decisions.

This policy reflects the RSE and Health Education Statutory Guidance (2025) and has been shaped through consultation with stakeholders to ensure the curriculum is relevant, inclusive and responsive to the needs of our community.

2. The Hub School Vision for PSHE Education / RSHE

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

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

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

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

We are committed to:

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

Aims

We aim to deliver high-quality Relationships, Sex and Health Education (RSHE) in order to support the personal development, wellbeing and future success of all students.

Our RSHE provision aims to:

● provide high-quality, age-appropriate RSHE that meets statutory requirements;
● promote respect for the law and for the diverse communities that make up our community, fostering understanding, inclusion and mutual respect;
● help students to develop a secure understanding of themselves, their relationships and the world in which they live;
● help pupils develop feelings of self-respect, confidence and empathy and to cultivate positive characteristics such as kindness and integrity;
● equip students with the knowledge, skills and language they need to make informed, responsible and healthy choices;
● support students to stay safe, including understanding how to recognise risk, seek help and protect their physical and emotional wellbeing;
● prepare students for the opportunities, responsibilities and challenges of adulthood, in a world that is complex and sometimes difficult to navigate; and
● establish RSHE as a central and valued part of the curriculum, contributing to students' lifelong learning and personal development and wellbeing.

3. Curriculum Time and Whole-School Approach

PSHE and RSHE is taught weekly within the Project 5 curriculum, and the Key Stage 4 PSHE curriculum and biological aspects of RSE are taught within the science curriculum, and RE aspects are included in Project 5.

Students also receive stand-alone sex education sessions delivered by a trained health professional.
RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

4. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

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

By law, RSHE must be taught during secondary education in accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the RSE and Health Education Statutory Guidance (2025).

This makes clear that RSHE should be delivered through a whole-school approach, should be responsive to local safeguarding priorities, and should be taught by staff who are appropriately trained and supported. Teaching should be factual, age-appropriate and sensitive, and should provide students with opportunities to ask questions in a safe environment. We have developed the RSHE curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

RSHE sits alongside the National Curriculum for Science and is delivered through a planned programme of learning, carefully mapped to ensure that statutory content is fully covered, learning is coherently sequenced and safeguarding messages are reinforced consistently. The curriculum for RSHE is based on the PSHE Association RSHE scheme of work, Equals, nspcc, the Oak academy and school adaptations (Appendix 1) and sets out in which year group each aspect of the RSHE statutory guidance expectations will be taught. All lessons are taught by class teachers, but we give careful consideration to how we teach sensitive topics, including menstruation, puberty and human reproduction and birth and is mostly taught 1:1 and personalised to developmental age.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

A summary of the different elements of RSHE is provided below:

Relationships Education - Relationships Education builds on statutory learning in primary school and supports students to deepen their understanding of a wide range of relationships, including friendships, family relationships, peer relationships and intimate relationships. Teaching focuses on the characteristics of nurturing, healthy, respectful and unsafe relationships, enabling students to recognise positive behaviours such as trust, mutual respect, kindness, honesty and support, as well as behaviours that may indicate concern or abuse.

Students are taught the knowledge and skills needed to form and maintain respectful relationships. This includes developing effective communication skills, understanding how to negotiate boundaries, managing conflict constructively, and recognising the influence of peer pressure, power imbalance and manipulation.
Teaching supports students to understand how unhealthy dynamics may develop gradually and how harmful influence can present in both overt and subtle ways.

Relationships Education explicitly addresses the impact of the digital world on relationships. Students learn how online interactions, social media and messaging can increase risk, blur boundaries and reduce inhibitions. Teaching reinforces that the same expectations of respectful, lawful behaviour apply online as well as offline, and supports students to recognise online harassment, coercion, exploitation and controlling behaviour.

A central safeguarding focus of Relationships Education is enabling students to recognise coercive, controlling or abusive behaviour, including emotional abuse, sexual harassment and sexual violence. Students are taught about consent as an ongoing, freely given agreement, and about personal boundaries across different types of relationships. Teaching ensures that students know how and where to seek help for themselves or others, including within school and through appropriate external support services.

There is no right for parents and carers to withdraw their child from Relationships Education.

Sex Education - Sex Education in secondary schools builds on the learning from primary education and the science curriculum, and provides students with accurate knowledge about human reproduction and fertility, puberty and sexual development, contraception and protection from sexually transmitted infections, pregnancy and choices, intimate relationships, sexual consent, the law and where to seek help and support if needed.

Teaching is factual, objective and non-judgemental, and is delivered in a way that is sensitive to students' age, maturity and lived experience. Sex Education reflects the diversity of relationships and families in modern Britain while remaining respectful of students' religious and cultural backgrounds and clear about safeguarding responsibilities and relevant legal frameworks.

Sex Education does not promote early sexual activity. Students are supported to understand that delaying sexual activity is a valid and positive choice and that intimacy, closeness and affection do not have to involve sex. Teaching creates structured opportunities for students to reflect on a range of personal, family and cultural values relating to relationships, intimacy and sexual behaviour, and to consider how these values may influence decisions about if, when and how to engage in sexual activity.

A strong safeguarding focus runs throughout Sex Education. Students are taught how to recognise sexual pressure, coercion and exploitation, including situations involving imbalance of power, intoxication or online interaction. Teaching makes clear the legal context around sexual activity, consent and sexual offences and reinforces that responsibility for abuse always lies with the perpetrator, not the victim.

Students are also taught how to access appropriate support and advice. This includes understanding how to seek help safely and confidentially from trusted adults, school staff and relevant sexual and reproductive health services, and how to support peers appropriately by sharing concerns with adults rather than attempting to manage risk alone.

Health Education - Health Education equips students with the knowledge, understanding and skills they need to make informed decisions about their physical health, mental wellbeing and personal safety. Teaching supports students to recognise what is typical and healthy, to identify when something may be wrong in themselves or others, and to understand how and when to seek help.

This includes learning about mental wellbeing and emotional literacy, including stress, anxiety, low mood and resilience. Students are taught about the importance of positive coping strategies,

healthy routines and help-seeking, and about the links between mental wellbeing, physical health and lifestyle choices.

Health Education also includes physical health and fitness, healthy eating and nutrition, body image, substance use (including alcohol, tobacco and drugs), online harms and screen use, sleep and self-care, first aid and emergency response, puberty and adolescent development. Teaching addresses both short and long-term health impacts and supports students to develop critical awareness of risk.

Teaching is designed to reduce stigma, particularly around mental health and sexual health, and to promote early help. Students are taught how to access reliable information and appropriate support, how to recognize when they or others may need additional help, and how to seek support from trusted adults, school staff and professional services.

Health Education supports students to take increasing responsibility for their own health and wellbeing as they move towards adulthood, recognising the importance of support networks and professional guidance.

There is no right for parents and carers to withdraw their child from Health Education.

5. Online Safety and Digital Relationships

Online safety is an integral part of the RSHE curriculum. Teaching recognises that digital technology, social media and online communication shape many aspects of young people's relationships, identity, wellbeing and risk, and that online experiences can both mirror and amplify offline behaviours. Students are taught how online environments can increase vulnerability by reducing inhibition, blurring boundaries and facilitating anonymity. The curriculum will also teach the age of criminal responsibility. Learning supports students to understand that expectations of respectful, safe and lawful behaviour apply equally online and offline, and that online actions can have real-world consequences.

Relationships Education: Within Relationships Education, students learn how online interactions can affect friendships, peer relationships and intimate relationships. Teaching addresses issues such as online harassment, bullying, coercion, controlling behaviour, and the misuse of digital communication to exert pressure or influence. Students are supported to recognise warning signs, to set and maintain boundaries, and to understand how power imbalance and manipulation may present in digital contexts.

Sex Education: Within Sex Education, students learn about online sexual risk, including pressure to share sexual images, image-based abuse, grooming, and exposure to explicit or harmful content. Teaching makes clear the legal context around the creation, sharing and possession of sexual images, including that young people can be both victims and perpetrators under the law. Students are taught how to recognise sexual pressure or exploitation in online contexts, how to respond safely, and how to seek help. Teaching reinforces that responsibility for abuse or exploitation lies with the perpetrator and not with the individual targeted.

Health Education: Within Health Education, students learn about the impact of online activity on mental wellbeing, self-esteem, body image, sleep and emotional health. Teaching supports students to develop critical awareness of online content, including unrealistic portrayals of bodies, relationships and lifestyles, and to understand how social media and screen use can affect mood, concentration and self-worth. Students are encouraged to reflect on healthy online habits, balance screen use with offline activity, and recognise when online experiences may be contributing to stress, anxiety or low mood.

Online Misinformation, Artificial Intelligence (AI) and Harmful Online Influences

RSHE recognises that developments in digital technology, including AI, have increased the scale, sophistication and reach of online risk. Teaching therefore aims to support students to develop the knowledge and critical understanding needed to navigate online content safely, recognise misinformation and manipulation, and to protect themselves and others from harm. We reinforce the importance of seeking trusted information and support and encourage students to discuss concerns with trusted adults rather than engaging with or sharing harmful material.

LBGTQ+

Within the school's legal and safeguarding framework, RSHE addresses sexual orientation and gender reassignment as protected characteristics under the Equality Act 2010. This teaching ensures students can recognise prejudice and understand that bullying or harassment in any form is strictly unacceptable. To support this, our curriculum is designed to be fully inclusive of all gender identities. Teachers foster an environment of equality and respect, using planned activities that ensure every pupil - regardless of background - is actively involved and leaves secondary education with a clear grasp of their rights and responsibilities under the law.

RSHE is delivered through an integrated curriculum that focuses on shared principles of equality, respect and safety. Learning related to sexual orientation and gender reassignment is embedded within this broader framework and approached alongside other aspects of equality education. For example, learning about homophobic or transphobic bullying is addressed together with other forms of prejudice and discrimination, including racism, religious discrimination, disability discrimination and sexism. This ensures that all protected characteristics are considered consistently and proportionately, in line with the law.

Where relevant, students are taught factual and age-appropriate information about legal protections and responsibilities, including the distinction the law makes between biological sex and the protected characteristic of gender reassignment. Teaching is grounded in established legal frameworks and avoids presenting contested beliefs or perspectives as fact. Care is taken to use precise, neutral language and to avoid reinforcing stereotypes or assumptions.

RSHE is designed to support a broad and diverse student population and is delivered in a way that recognises the wide range of life experiences, family backgrounds and perspectives that students bring to the classroom.

Teaching and resources are selected and structured carefully so that all students are able to engage meaningfully with learning, feel represented within the curriculum, and experience a sense of belonging within a safe and respectful learning environment. This inclusive approach supports high-quality learning and is a key element of effective safeguarding.

This approach recognises that students may come from a wide range of family backgrounds and experiences, including families with same-sex parents or carers, as well as students who may be questioning aspects of their identity. RSHE is therefore designed to support safeguarding and wellbeing for all students, without promoting or endorsing any particular belief, identity or viewpoint.

6. Working in Partnership with Parents and Carers

The school works in partnership with parents and carers, and RSHE is intended to complement and build on the values, guidance and education provided at home, rather than to replace them.

The school is committed to working openly and constructively with families to ensure that RSHE is delivered in a way that is transparent, respectful and appropriate to the school community.

This policy ensures that parents and carers are provided with clear, timely and accessible information about the RSHE curriculum, including what is taught and when it is taught. In line with statutory guidance, when requested, parents and carers are offered opportunities to view a representative sample of RSHE teaching materials or to view specific resources in advance of their use. The school recognises that some RSHE topics may be sensitive and is committed to explaining how these are taught carefully, factually and in a student-sensitive way, with safeguarding and the law at the forefront.
Parents and carers are encouraged to raise questions or concerns and to engage in dialogue with the school about RSHE provision. Where concerns arise, these are considered thoughtfully and responded to respectfully, with reference to statutory requirements, the law, safeguarding responsibilities and the needs of all students. The school aims to maintain a constructive and trusting relationship with families, recognising that open communication is central to effective RSHE and to students' wellbeing and safety.

Parents and carers have the right to request that their child is withdrawn from some or all of Sex Education delivered as part of statutory RSHE up to three terms before the student turns 16. There is no right to withdraw from Relationships Education, Health Education or the National Curriculum for Science. Requests for withdrawal from Sex Education must be made in writing to the Head Teacher. A meeting will be offered to ensure that parents or carers have full and accurate information about the curriculum content and the implications of withdrawal, and to support informed decision-making. The outcome of the request is recorded in writing.

Where withdrawal is agreed, the school will make appropriate alternative supervised provision for the student during the relevant lessons. From three terms before a student's 16th birthday, the decision about whether to receive sex education rests with the young person, and the school will support students to exercise this right.

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

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

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- Regular communication about PSHE curriculum through newsletters, class communications and our website

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

- Parent Access to Lesson Materials - Parents who would like to see the plans and teaching slides for their child's year group can request access. We provide access for parents who specifically ask to see these materials. These show the curriculum content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact our PSHE Lead or your child's class teacher.

Supporting Parents
We provide information to parents about the PSHE topics being covered each term, with suggestions for how to support learning at home and guidance on managing sensitive conversations.

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

7. Special Educational Needs and Disabilities (SEND)

Students with Special Educational Needs and Disabilities are among the most vulnerable to exploitation, abuse and unhealthy relationships. High-quality RSHE is therefore particularly important and acts as a key protective factor. RSHE is made accessible through careful planning and adaptation, including differentiated resources and teaching approaches appropriate to students' developmental stage and communication needs.

Teaching is also sensitive to all pupil's experiences and during lessons staff ensure that all pupils feel safe and supported and able to engage with the key messages. Where appropriate, additional support may be provided through targeted intervention and careful consideration is given to the level of support needed.

8. Safeguarding and Support

Students' learning in RSHE makes a significant contribution to safeguarding and is a key element of preventative education. Through RSHE, students develop the knowledge, language and confidence to recognise risk, understand boundaries and consent, and seek help at the earliest opportunity. Safeguarding is embedded throughout the RSHE curriculum and reflects the school's safeguarding priorities. This includes learning, where appropriate, about sexual exploitation, online abuse, domestic abuse, forced marriage, honour-based violence, female genital mutilation and criminal exploitation, as well as risks associated with the online environment. Staff will report any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL) and any such issues will be dealt with in line with the Safeguarding Policy.

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

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

- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

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

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

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

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

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

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

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

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

9. Teaching and Learning

RSHE is taught in a positive, safe, respectful and supportive learning environment that enables students to engage confidently with sensitive and sometimes complex topics. Teaching contributes directly to the school’s personal development provision by supporting students to develop the knowledge, understanding and skills they need to stay safe, to build healthy relationships, to manage risk and to make informed, responsible decisions.

Lessons are carefully planned to build on prior learning and to revisit and deepen key concepts over time, particularly those linked to safeguarding, consent, the law, wellbeing and respectful behaviour. Teaching avoids sensationalism and does not rely on explicit or inappropriate materials.

Resources are selected carefully to ensure they are age-appropriate, culturally sensitive and suitable for the school community.

Teachers establish clear ground rules that promote respectful dialogue and emotional safety. A range of teaching strategies are used to support engagement and inclusion, including structured discussion, carefully selected scenarios and opportunities for students to ask questions. This supports a positive learning culture in which students feel safe to learn, while ensuring that lessons remain focused on curriculum content and safeguarding messages.

External visitors may be used to enhance learning in RSHE where appropriate. Any such input is planned in advance, aligned with the RSHE curriculum and the school's safeguarding procedures and we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality. External visitors are supervised at all times by a member of school staff.

10. Teacher Support and Professional Development

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

Supporting Our Teachers
We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:

- Teaching sensitive and controversial topics
- Managing difficult questions and discussions
- Safeguarding and responding to disclosures
- Creating safe, inclusive classroom environments
- Current issues affecting children (e.g., online safety, mental health)

Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.

Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.

Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

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

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

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

11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

Our PHSE programme includes opportunities for children to reflect on their learning. Teachers use a range of strategies including:

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

Progress in PSHE is reported to parents through written reports and requested meetings by parents, also using ongoing dialogue and regular updates from Pastoral Leaders. Where beneficial, the school works with parents to provide targeted support such as ELSA and pastoral check-ins.

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

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

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

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

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

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

Training is provided annually to ensure that staff know how to answer questions and teach RSHE topics in an age-appropriate way, with a particular focus on the teaching of sensitive topics.

When RSHE is taught effectively, students will develop the knowledge, skills and confidence to form positive, respectful relationships, make informed choices about their health and wellbeing, and keep themselves and others safe. Over time, this also contributes to improved emotional literacy, resilience and behaviour, as well as increased confidence in seeking help and support when needed.

12. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

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

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

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

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

13. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers
- Pupils
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (1st September 2026)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Local authority / MAT guidance and support materials

- Evidence from educational research and best practice

Review and Update
This policy will be reviewed annually to ensure it remains up to date with:
- Statutory guidance and legal requirements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

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

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

Governors / Trustees are responsible for:
- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

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

Further Information and Resources
For more information about PSHE at The Hub School, please contact our PSHE Lead vis the school office.

Key documents and resources are available:
- On our school website: https://thehubschool.org.uk
- From the school office
- Via Arbor

External resources and guidance:
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025