



GREEN OAKS PRIMARY ACADEMY

PSHE (Personal, Social, Health, Economic Education) Policy
Including RSE (Relationships and Sex Education)

Date of policy: September 2026

Next review: September 2027

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POLICY OVERVIEW

This policy is developed in line with the expectations of the DfE Statutory Guidance for RSE (2026). All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools and alternative provision settings.

Our **Relationships Education, Relationships and Sex Education (RSE)** curriculum is underpinned by quality teaching and learning that

- Develops children's understanding of relationships that are safe, caring and based on mutual respect
- Helps children develop self-respect, understand and value their bodies and build positive, respectful relationships with others. Through age-appropriate learning, pupils are taught the importance of kindness, consent, personal boundaries, healthy choices and respecting differences, enabling them to become confident, responsible and respectful members of society.

We deliver the statutory RSE subjects within our PSHE curriculum. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline and seek help when needed.

PSHE CURRICULUM

At Green Oaks Primary Academy, we teach Personal, Social, Health and Economic (PSHE) Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. PSHE is taught weekly through the dedicated curriculum time of 45 minutes per week by class teachers. Lessons are mapped out using Pol-Ed. The Pol-Ed scheme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Pol-Ed provides schools with everything they need to deliver PSHE and statutory RSE. Their aim is to help all children and young people gain the knowledge, skills and confidence to live happy, safe and responsible lives.

Their resources focus on helping pupils make positive choices that protect themselves and others and prevent harm before it happens.

School staff understand how sensitive some PSHE topics can be and Pol-Ed has been chosen because of their lessons that are engaging but also comfortable and safe for pupils. The main driver of the Green Oaks Primary Academy PSHE/RSE curriculum is that we teach children the knowledge and skills they need to make safe decisions. All resources used follow statutory guidance carefully, so children learn the right content at the right time.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The curriculum development is an age-appropriate spiral based curriculum and children from Early Years to Year 6 will cover sessions under the topics of:

Relationships	Keeping Safe	Understanding the Law	Wellbeing
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These topics are revisited throughout the primary years, allowing pupils to build on their previous learning in an appropriate way as their understanding and maturity develop. Teachers adapt learning to meet the needs of all pupils, ensuring that the curriculum is inclusive, accessible and supports every child to achieve their full potential.

Lessons are designed to be engaging and interactive, using a range of strategies such as class discussions, role-play, problem-solving and creative activities to develop pupils' knowledge, understanding and personal skills. Pupils take ownership of their learning through an individual SMSC Journal, where they record reflections, thoughts and learning linked to PSHE, RSE and wider SMSC themes at least twice per term.

The curriculum places a strong emphasis on high-quality discussion, critical thinking and pupil voice, recognising that meaningful understanding and personal development are often demonstrated through verbal contributions and reflection rather than solely through written outcomes.

STATUTORY HEALTH AND WELLBEING CONTENT

General Wellbeing	The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
	The importance of promoting general wellbeing and physical health.
	The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times and are not in themselves a sign of a mental health condition.
	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	That isolation and loneliness can affect children and the benefit of seeking support.
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
	That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently.
	Where and how to seek support (including recognising the triggers for seeking support) including who they should speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including arising online).
	It is common to experience mental health problems and early support can help.

Online Wellbeing	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	How to consider the impact of their online behaviour on others and how to recognise and display respectful behaviour online.
	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted,
	The risks relating to online gaming, video game monetization, scams, fraud and other financial harms and that gaming can become addictive.
	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults,
	How to understand the information they find online, including from search engines and know how information is selected and targeted.

	That they have rights in relation to sharing personal data, privacy and content.
	Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.</p> <p>The risks associated with an inactive lifestyle, including obesity.</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy Eating	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Understanding the importance of a healthy relationship with food.</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet and health).</p>
Drugs, Alcohol and Tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health Protection and Prevention	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing.</p> <p>The facts and scientific evidence relating to vaccination and immunisation.</p>
Personal Safety	<p>About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</p> <p>How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code.</p>

Basic First Aid	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents themselves rather than filming them.
	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing Bodies	About growth and other ways the body can change and develop, particularly during adolescence. This coincides with the Year 5 science unit on life cycles and puberty.
	The correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have the skills to understand and express their own boundaries around these body parts.
	The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of onset menstruation is twelve, periods can start at eight so covering this topic in Year 5 helps them understand what to expect and avoid distress.

STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults. Our relationships and health education is delivered as part of our PSHE curriculum during the weekly lessons.

The statutory requirement for relationships and health education is defined as below.

Families and People Who Care for Me	That families are important for children growing up safe and happy because they can provide love, security and stability.
	The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
	That the families of other children, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterized by love and care.
	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
	That marriage and civil partnerships represent formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice if needed.

Caring Friendships	How important friendships are in making us feel happy and secure and how people choose and make friends.
	Healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
	That not every child will have the friends they would like at all times, that most people feel lonely sometimes and that there is no shame in feeling lonely or talking about it,
	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	That most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened.
	How to manage conflict and that resorting to violence is never right.
	How to recognise when a friendship is making them feel unhappy or uncomfortable and how to get support when needed.

Respectful, Kind Relationships	How to pay attention to the needs and preferences of others including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
	The importance of setting respectful healthy boundaries in relationships with friends, family, peers and adults.
	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
	Pupils should have opportunities to discuss the difference between being assertive and being controlling and conversely the difference between being kind to other people and neglecting your own needs.
	That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.
	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
	The conventions of courtesy and manners.
	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

	How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust.
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Online Safety and Awareness	That people should be respectful in line interactions and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online and strategies for resisting peer pressure.
	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, people sometimes behave differently online, including pretending to be someone else, or pretending to be a child and this can lead to dangerous situations. How to recognise harmful content or harmful contact and how to report this.
	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
	Online risks, including that any materials provided online might be circulated and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
	That the internet contains a lot of content that can be inappropriate and upset children and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and negotiations about space, toys, books, resources etc.
	The concept of privacy and its implication for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	That each person's body belongs to them and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary needed to do so.
	How to ask for advice of help for themselves or others and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

BEYOND THE CLASSROOM

Personal, Social, Health and Economic education at Green Oaks Primary Academy goes beyond the weekly lessons. It is embedded throughout the life of the school and is reflected in our ethos, values and daily interactions. Through regular assemblies, pupils explore a wide range of PSHE themes, including those linked to the Fundamental British Values and our school values of Work Hard, Be Kind and Be Responsible. These assemblies provide opportunities for pupils to reflect on current issues, celebrate diversity, develop empathy and consider their role within both the school community and the wider world.

PSHE is also developed through everyday school life, where behaviour, relationships and interactions provide meaningful opportunities for pupils to apply their learning in real-life contexts. Pupils are supported to understand and manage their emotions, resolve conflicts positively, discuss and debate ideas respectfully, build healthy relationships and develop a strong sense of belonging and responsibility. Through this whole-school approach, children develop the knowledge, skills and confidence needed to become respectful, resilient and responsible citizens. At Green Oaks Primary Academy, PSHE is not confined to a timetabled lesson; it is an integral part of everything we do and underpins our commitment to nurturing well-rounded individuals who are prepared for life in modern Britain.

LEGISLATION AND DFE GUIDANCE

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

SEX EDUCATION, PUBERTY AND MENSTRUATION

We define Sex Education as, understanding human reproduction. We intend to teach Sex Education through both, RSE and science sessions. "Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals." DfE guidance p.11

In accordance with this guidance, Green Oaks Primary Academy has chosen to provide age-appropriate sex education to pupils in Upper Key Stage 2. While sex education is not statutory at primary level, we believe that pupils benefit from receiving accurate, sensitive and developmentally appropriate information that prepares them for the physical and emotional changes of puberty and adolescence.

The school determines the specific content of its sex education programme. Building on the learning within the National Curriculum for science, pupils will be taught about human development, puberty, conception and birth in a way that is appropriate to their age and stage of development. Lessons are delivered sensitively and inclusively, creating a safe environment where pupils can ask questions, develop understanding and build confidence in managing the changes they experience as they grow.

At Green Oaks Primary Academy, we believe it is particularly important that all children receive education about puberty before they are likely to experience its physical and emotional changes. As part of this, pupils are taught about puberty and menstruation in Year 5 as part of the statutory science curriculum. This learning helps children understand the changes that occur during puberty and ensures that girls are prepared for and able to manage menstruation confidently, including knowing how to access support and period products if required.

Our two sex education lessons as part of our Relationships and Sex Education are as follows

Year 6, Lesson 1 - I understand what a sexual relationship is and who can have a sexual relationship

Year 6, Lesson 2 - I can describe the process of human reproduction, from conception to birth

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education." DfE Guidance p.6. However, parents cannot withdraw their child from the statutory content taught as part of the National Curriculum for Science or from statutory Relationships Education. To discuss and request withdrawal, please contact Mrs Amanda Dickens, Assistant Principal (Quality of Education), or Mr Ali Williams, Principal.

RESPONDING TO PUPILS' QUESTIONS

Staff recognise that pupils may occasionally ask questions about sex, sexual relationships, reproduction, sexuality, or other topics that fall outside the planned curriculum for their age group. Such questions may arise from conversations at home, media exposure, online content, peer discussions, or personal experiences.

When responding to questions, staff will:

- Welcome questions respectfully and acknowledge pupils' curiosity as a normal part of learning and development.
- Provide factual, age-appropriate and non-judgemental responses that are consistent with the school's values and statutory curriculum.
- Consider whether an immediate answer is appropriate or whether the question would be better addressed later, individually, with the class teacher, a parent/carer, or as part of future curriculum learning.
- Avoid providing detailed explanations of sexual behaviours or content that is beyond the developmental stage of the pupils present.
- Distinguish between answering a question and delivering additional sex education that has not been planned or approved within the curriculum.
- Encourage pupils to discuss questions with their parents or carers, recognising the primary role families play in children's understanding of relationships and growing up.
- Use the correct anatomical and scientific vocabulary where appropriate.
- Ensure that personal beliefs and opinions do not influence responses.

Where questions indicate a safeguarding concern, possible exposure to inappropriate material, harmful influences, or suggest that a pupil may be at risk of harm, staff will follow the school's safeguarding procedures without delay.

Staff will not:

- Promise confidentiality where a safeguarding concern may exist.
- Share personal experiences or opinions about sexual relationships.
- Provide detailed information about sexual practices that are not relevant to the age and stage of the pupils.
- Allow individual pupil questions to divert lessons substantially from the planned learning objectives.

If a question cannot be answered appropriately within the lesson, staff may respond using phrases such as:

"That's an important question. It's not something we're covering in today's lesson, but I will make sure we think carefully about the best way to answer it." Or, "That topic is usually discussed when children are older. If you'd like to talk more about it, we can help you discuss it with your parent or carer."

The PSHE/RSE Lead will provide support to staff where particularly sensitive, complex or unexpected questions arise to ensure a consistent and appropriate approach across the school.

TRAINING, MONITORING AND ASSESSMENT

At Green Oaks Primary Academy, we are committed to delivering high-quality PSHE, Relationships Education, RSE and Health Education that meets the needs of all pupils and reflects current statutory guidance.

To ensure teaching remains accurate, sensitive and effective, staff receive ongoing professional development and training. This may include in-school training, guidance from the Department for Education, local authority support and specialist input from external organisations such as Pol-Ed, the NSPCC and other recognised providers. Training ensures that staff feel confident in delivering the curriculum, responding appropriately to pupils' questions and addressing sensitive topics in an age-appropriate and inclusive manner.

Assessment

Assessment in PSHE and RSE is used to support learning and help teachers understand pupils' knowledge, understanding and personal development. As with other curriculum areas, we have high expectations for pupils' learning and engagement. Assessment may include pupil discussion and reflection, teacher observations, questioning and feedback, written and practical activities, pupil voice and self-assessment opportunities.

Assessment helps pupils recognise their progress and reflect on the importance of their learning, while enabling teachers to identify misconceptions and plan future learning effectively. It also helps the school evaluate the impact of the PSHE and RSE curriculum on pupils' personal development, wellbeing and preparedness for life beyond primary school.

Monitoring and Evaluation

The quality of PSHE and RSE provision is regularly monitored and evaluated by the Senior Leadership Team and subject leaders. This may include reviewing curriculum content and resources, monitoring planning and teaching, gathering feedback from pupils, staff and parents, reviewing assessment information and pupil outcomes and ensuring that teaching remains age-appropriate, inclusive and aligned with statutory guidance.

Through regular monitoring and evaluation, Green Oaks Primary Academy seeks to ensure that pupils receive a high-quality curriculum that promotes positive relationships, emotional wellbeing, personal safety, respect for others and an understanding of their rights and responsibilities. We believe that effective PSHE and RSE education plays a vital role in helping our pupils become confident, respectful and responsible members of society.

EQUALITY, INCLUSION AND RESPECT

At Green Oaks Primary Academy, we are committed to creating a safe, inclusive and respectful learning environment where every child feels valued and able to thrive. We believe it is essential that children develop an understanding of equality, diversity and respect and learn that everyone should be treated with kindness, dignity and fairness.

In delivering Relationships Education, RSE and Health Education, the school complies with the Equality Act 2010 and ensures that teaching does not discriminate against any pupil or group of pupils. Our curriculum promotes respect for all people and helps children to recognise and challenge prejudice, stereotypes and discrimination in age-appropriate ways.

We believe it is hugely important that children develop an understanding of the protected characteristics identified in the Equality Act 2010. Through our curriculum, pupils learn that people may have different backgrounds, experiences, beliefs and family circumstances and that these differences should be respected. This supports children in understanding the importance of equality before the law and in preparing them to be respectful, responsible members of modern British society.

When teaching about families and relationships, we recognise and celebrate the diverse range of families within our school and wider community. Pupils are taught that families are built on love, care, commitment and security and that families can look different from one another.

Our teaching is age-appropriate, factual and sensitive to the religious and cultural backgrounds of our pupils and families. We encourage children to express their views respectfully, listen to the opinions of others and understand that bullying, discriminatory language or unkind behaviour are never acceptable.

The school is committed to ensuring that Relationships Education, RSE and Health Education are accessible to all pupils, including those with special educational needs and disabilities (SEND). Where appropriate, teaching is adapted so that every child can access the curriculum and develop the knowledge and skills needed to keep themselves safe, healthy and prepared for life in modern Britain.

PARENT ACCESS TO CURRICULUM MATERIALS

Green Oaks Primary Academy is committed to working in partnership with parents and carers in the delivery of PSHE/RSE. We recognise that parents and carers are a child's first educators and play a vital role in supporting their personal development.

To ensure openness and transparency, parents and carers can access information about the PSHE and RSE curriculum through:

- The PSHE section of the school website, which includes this policy and curriculum overviews.
- Long-term curriculum maps outlining the content taught in each year group.
- Weekly Class Dojo posts from class teachers, informing parents of the forthcoming lesson topic, enabling families to begin or extend discussions at home and ensuring that parents, carers, teachers and other relevant adults around the child can work together to provide consistent messages, support learning, address questions and promote pupils' wellbeing and personal development.
- Information shared through curriculum updates where appropriate.
- Opportunities to discuss curriculum content with school leaders and teaching staff, if needed

Parents and carers may request to view teaching materials, lesson content and resources used to support the delivery of PSHE/RSE. Requests should be made through the school office or directly to the Assistant Principal (Quality of Education). Materials will be made available for inspection in accordance with copyright and licensing requirements.

The school welcomes questions and feedback from parents and carers and is committed to maintaining positive dialogue about the curriculum and its role in supporting children's safety, wellbeing and personal development.

POLICY DEVELOPMENT, CONSULTATION AND APPROVAL

This policy has been developed in consultation with and takes account of:

- Statutory guidance from the Department for Education.
- The needs, age and developmental stage of pupils at Green Oaks Primary Academy.
- Feedback from stakeholders, including parents, staff and Trust members.
- The school's safeguarding responsibilities and commitment to promoting equality, inclusion and respect.

The school will consult parents and carers whenever significant changes are proposed to the RSE or PSHE curriculum. Consultation may take place through surveys, information meetings, workshops, correspondence or other appropriate methods.

Ultimate responsibility for the PSHE and RSE policy rests with the Trust (Education Director), which approves the policy and ensures that statutory requirements are met. The Principal and Assistant Principal (Quality of Education) are responsible for the implementation of the policy, while the Assistant Principal oversees curriculum planning, staff training, monitoring and review.

POLICY REVIEW

This policy will be reviewed annually or sooner if required by changes to legislation, statutory guidance or local school circumstances. The review process will include consideration of pupil, parent, staff and Trust feedback, monitoring activities and developments in national guidance.

The most up-to-date version of this policy, together with curriculum maps and parent information relating to PSHE and RSE, will be published on the Green Oaks Primary Academy website.