



Governing Body of the Wallisdean Federated Schools

Personal, Social & Health Education (PSHE) and Relationships and Sex Education (RSE) and Drugs Related Issues Policy

Statement of Intent

Research shows a clear link between education and health (Public Health England, 2014); promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and well-being outcomes.

At Wallisdean Federated Schools, we are committed to promoting health and wellbeing as an integral part of our school effectiveness strategy and recognise the important contribution of a whole school approach. Such an approach goes beyond the learning and teaching in the classroom and permeates all aspects of life at school. As such, this policy should be read in conjunction with the following policies:

- Equalities policy.
- Anti-bullying policy.
- Behaviour policy.
- Acceptable user policy.
- SEN policy.
- Supporting Pupils with Medical Conditions Policy.
- Attendance Policy.
- Online Safety Policy.

1. How the Policy was formulated

The development of this policy is based on the statutory guidance provided by the Department for Education as referenced below:

DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Updated December 2025. Fully updated for the September 2026 mandatory implementation

The policy was reviewed in collaboration with all staff at Wallisdean Federation staff to ensure a whole school approach to this subject and to ensure links were made in related curriculum areas such as Science, Computing and PE.

Parents were consulted in the development of this policy via the 'Parent Voice' groups.

2. Where and to whom the policy applies

This policy applies to all staff, pupils, parents and carers, governors and partner agencies working with and at Wallisdean Federation.

3. National Guidance

The structure of this policy is based on:

DfE (2019) (updated 2025) Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

The HIAS (Hampshire Inspectorate and Advisory Service) Healthy Schools website model: Policy for PSHE including SRE and drugs education.

DfE and ACPO drug advice for schools (DfE, January 2026)

National Curriculum: Primary Curriculum (DfE December 2013) (updated 2025)

The current DfE Mental Health and Behaviour in Schools operational framework, which emphasises a "whole-school approach" and tracking unmet needs.

Young Minds advice and resources.

The National College advice and resources for mental health in schools.

DfE Searching, Screening and Confiscation advice (July2022).

4. Definitions and Terminology

PSHE: We define PSHE as the vehicle through which we aim to give all pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We actively promote British Values through our curriculum.

Health and Mental Wellbeing Education: involves teaching children about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol, tobacco and vaping and nicotine products, health and preventions, basic first aid and changing adolescent body. It aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Relationship Education: involves teaching the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults. Children will be taught about the society in which they are growing up and will recognise that there are different types of relationship.

Sex Education: involves learning about physical development and teaches children about body parts and how their bodies grow (including puberty for boys and girls). Children will learn about how babies are made and how babies are born.

5. Content of Health and Relationship Education programme including RSE and Drugs

Health and Relationships Education is statutory to the educational entitlement of all our children from September 1st 2026. Although it will be taught in part through discrete weekly lessons and in response to our children's changing needs, elements of the programme permeate all aspects of school life; our year group topic work will also cover many aspects of the programme.

Relationships Education will cover: families and people who care for me (recognising and respecting a full range of family contexts, including single-parent families, same-sex parents, foster and adoptive families, and kinship carers); caring friendships; respectful relationships; online relationships; being safe.

Health Education will cover: mental wellbeing; internet safety and harms including the risks of online scams, fraud, and video game monetisation (such as loot boxes and in-app purchases). AI & Media Literacy: the impact of artificial intelligence (including deepfakes) and navigating harmful online influencers or toxic digital subcultures ; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping and nicotine products; health and prevention; basic First Aid; changing adolescent body.

SEX EDUCATION:

In line with safeguarding practices, children from EYFS/KS1 will be taught correct anatomical terminology for body parts, including genitalia, to ensure they can communicate clearly and stay safe.

The focus up to Year 3 is on keeping themselves healthy and safe, including the PANTS rule.

Teaching regarding menstrual health and puberty will be introduced by age 8 (Year 3/4) to ensure pupils are prepared before changes occur.

The emotional and physical aspects of puberty are taught in the Summer term of Year 4. This includes reference to human sexual organs.

In the Summer term of Year 5 we revise puberty and teach children about human conception, birth and supportive relationships.

The content of the RSE curriculum addresses National Curriculum Science: Year 5 programme of study requirements – Animals including humans; describe changes as humans develop into old age.

Upper key Stage 2 .addressing early signs of misogyny, gender stereotypes, and ensuring a factual, neutral approach to biological sex.

In accordance with legislation, pupils may only be withdrawn by their parents from those aspects of Sex Education which are outside the statutory element of the Science National Curriculum and Relationship Education.

DRUGS: In terms of National Curriculum coverage the approach to drugs education encompasses the Science element:– *Animals including humans; Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.* This also links to the ‘Drugs, Alcohol, Tobacco and Vaping’ aspect of Health Education.

6. Aims and objectives of the policy

The aim of this policy is to ensure that all members of the school community are aware of the schools’ approach to PSHE, SRE and drugs-related issues. Through this awareness, and the clear guidelines outlined by this policy, we aim to achieve a consistent and comprehensive delivery of PSHE, SRE and drugs education entitlement.

More specifically, this encompasses the following:

Aims

Through the PSHE curriculum our pupils will:

- Develop resilience and positive mental well-being.
- Develop self-confidence and responsibility.
- Develop a safe and healthy lifestyle.
- Develop the ability to form good relationships.
- Have opportunities to consider issues, which may affect their own lives and the lives of others.
- Learn to respect the differences between people.
- Value and respect belongings, living things and the environment.
- To identify early signs of school-related anxiety or emotional distress that may impact a pupil's attendance and engagement.
- Prepare to play an active role as citizens.

We intend to achieve these aims through:

- A schools’ ethos that values the place and contribution of all individuals to the school community and promotes self-respect and respect for others.
- Discrete weekly lessons and in response to our children’s changing needs.
- Circle Time activities
- Class & School Council meetings
- Special activities and events
- Themed assemblies
- Giving pupils opportunities to work in a variety of group settings
- Supportive relationships between ‘adult and child’ and ‘child and child.’

7. Organisation of the PSHE Programme

The PSHE coordinators are responsible for overseeing the planning and delivery of PSHE and work in conjunction with the ‘Health and Wellbeing’ team.

Class teachers deliver PSHE through weekly sessions that respond to the needs of our children. Additional PSHE will be delivered to address specific issues, for example through weekly Circle Time, P4C and Picture News. The work carried out in these sessions will be drawn from a variety of resources, linked to whole-school themes (for example Anti-Bullying Week) or in response to a specific identified need within the class (for example: talking through the needs of a new class member who has particular difficulties of some kind).

In KS1 and KS2 the broader context of PSHE is considered through the use of Picture News, which features local, national and worldwide issues and incorporates a clear British Values theme. Children take part in regular whole-school and class assemblies to discuss and respond to these.

In KS1 and KS2 we have a School Council which meets on a regular basis and helps to inform and steer our policy on certain vital themes: for example, changes to lunchtime arrangements.

Partner agencies are welcomed as part of the PSHE, SRE and drugs programme, for example: School Nursing Team, PCSOs and the Fire Service. We liaise with other professionals to support our work.

8. Staff support and training

The Executive Head Teacher of the schools values PSHE as a fundamental element of the schools' provision and supports staff training through staff meetings, induction and other continuing professional development. We also have a mental health and wellbeing strategic group who oversee staffs' CPD, monitor the teaching and learning and directs support for individuals and groups.

9. Assessment, monitoring, evaluation and reviewing

The needs of our children are monitored and regularly reviewed in order for us to identify needs and adapt the curriculum. Where individual needs are identified, these are addressed through 1:1 and small group interventions.

10. Additional Pastoral Care Arrangements

At Wallisdean, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support.

Children may require additional arrangements for emotional and social development or support; for example, work with the 'Health and Well-being' team (including ELSA), or specific types of behavioural approaches.

The school recognises that sudden changes in behaviour (whether a child becomes withdrawn or disruptive) can be a sign of unmet emotional or mental health needs. Staff will use a trauma-informed, supportive approach to identify root causes before relying solely on punitive sanctions.

The Designated Safeguarding Leads (DSL) work with children, families and partner agencies on an individual basis when the need arises.

11. Referral and external support

Referrals are made to external support agencies where necessary and follow the protocols specified by those agencies.

12. Involvement of parents/carers

In accordance with statutory guidance, the school will maintain full transparency by publishing curriculum overviews on the school website. All primary teaching materials, resources, and schemes of work used within the RSHE curriculum will be made available to parents and carers for inspection upon request. A parent consultation will take place every 3 years. Parents in all year groups will be informed before the teaching takes place.

If parents wish to withdraw their child from the non-statutory elements of the programme, they should request a meeting with the EHT/DHT/AHT to discuss this.

13. Management of Drug related incidents

Suspected illegal and unauthorised drugs – storage, disposal and safety guidance for staff

Any suspicious drugs will be collected and sealed into plastic bags by a member of staff wearing gloves. The Police will be contacted as soon as possible to dispose of the items. Each situation will be dealt with on an individual basis, but all relevant information will be disclosed. The details of the incident will be recorded on CPOMS.

The schools refer to the detailed guidance contained within the publication:

DfE and ACPO drug advice for schools (DfE, September 2012) for all specific procedures.

DfE Searching, screening and confiscation: advice for schools 2022

Staff training

All classroom staff are made aware of the above arrangements and are reminded annually.

Residential and Day Trips

Parents complete a medicines form prior to the trip. All medicines, clearly labelled, are handed to the designated senior teacher before leaving school. The medicines are kept in a secure location for the duration of the trip and are administered by a senior member of staff according to the instructions.

14. Confidentiality and linked policies

All members of staff are required to re-read the schools' Confidentiality Policy and Part 1 of the latest KCSiE at least annually.

Adopted: Autumn 2018

Reviewed: Summer 2026

Ratified by FGB: July 2026