Oakwood Primary Academy

Wellbeing (PSHE and RSHE) Policy

Wellbeing Policy which includes Personal, Social, Health & Economic (PSHE) education policy and relationships education, sex education and health education (RSHE)

Policy date and review

This policy was approved on 01/09/26 and will be reviewed every 2 years or sooner if the PSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for 01/09/28.

As an academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Refer to our funding agreement and articles of association for more information. https://www.auroraacademies.org/finance-and-statutory-documents

Policy availability

Stakeholders can be informed about the policy through consultation events or by accessing a copy from the school website. Should a hard copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting our school office either in person, or via opaoffice@oakwoodpa.org.uk.

Policy values, aims and objectives

Oakwood Primary Academy is part of Aurora Academies Trust, and our approach to Personal, Social, Health and Economic (PSHE) Education and Relationships, Sex and Health Education (RSHE) reflect both the expectations of the Trust and the specific context of our school. At Oakwood Primary Academy, PSHE and RSHE are rooted in our commitment to ensuring that every pupil feels safe, valued and empowered to thrive. These subjects form an identifiable and integral part of our curriculum, collectively known as **Wellbeing.**

Our Wellbeing curriculum enables all pupils to develop the knowledge, skills, and personal attributes they need to lead healthy, fulfilling, and responsible lives—both now and in the future. Through a carefully planned and sequenced programme, our Wellbeing curriculum promotes emotional literacy, resilience, and a strong sense of identity, helping pupils to

understand themselves, build healthy and respectful relationships, and contribute positively to their communities.

We are committed to delivering a curriculum that is inclusive, evidence-informed, age-appropriate, and reflective of the real-life challenges pupils may encounter. By placing Wellbeing at the heart of school life, we aim to develop confident, compassionate, and resilient learners who are fully prepared for the opportunities, responsibilities, and complexities of life.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of PSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of PSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and relevant acts and guidance.

PSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations.

Throughout this policy we will refer to the principles of effective PSHE and RSHE as the Aurora Wellbeing curriculum.

Our Wellbeing programme:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in both PSHE and RSHE aspects of the Wellbeing Curriculum
- Uses carefully selected expert visitors invited in to enhance and supplement the programme, where appropriate.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurture respect for different views.

- Includes learning about how to get help and treatment from safe sources such as health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. Wellbeing will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to the curriculum. We do not use the RSHE aspects of our Wellbeing curriculum as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's SEND and inclusion policy.

Teaching and learning

The Wellbeing programme at Oakwood Primary Academy will be led by our Wellbeing lead, and taught by class teachers. All staff involved in the delivery of Wellbeing have received specialist training to ensure that pupils receive clear and consistent approaches throughout their time at Oakwood Primary Academy. Whole staff and individual training needs will be identified through the school's self-evaluation process and the staff line management process. On occasions external visitors, experts and agencies may be invited to contribute to the delivery of the Wellbeing Curriculum to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will follow our External Visitor Policy which includes:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs) and make sure these are available for parents/carers to view.
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.

- Monitor and evaluate the visitor input to inform future planning

Wellbeing will be taught through a range of teaching methodologies, including storytelling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

In Reception and Key Stage 1 Wellbeing is recorded in floor books, with individual curriculum books used in Key Stage 2.

Curriculum

The majority of the curriculum is a statutory requirement to teach to meet Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025) DfE Guidance, whilst ensuring schools fulfil their duties under the Equality Act, 2010. PSHE also contributes towards the learner's citizenship education.

Wellbeing will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. Wellbeing will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended Wellbeing curriculum is detailed on our website but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

In July 2025 the Department for Education launched the new Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance for implementation by September 2026. Whilst much of the curriculum remains the same as the previous guidance, and was already covered within our existing curriculum, some elements have been given more focus or clarification to reflect the current world that we live in.

Primary	**Secondary**
Online safety Personal & travel safety Grief, loss and bereavement Vaping	Incel and misogyny Violence against women & girls (VAWG) Online safety Personal & travel safety Grief, loss and bereavement Vaping

Assessment

Pupils' learning will be assessed through implicit activities, forming part of a normal teaching to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils' understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils as appropriate. The quality of Wellbeing teaching and learning will be monitored through learning walks, book looks and pupil voice conducted by subject leads and/or members of the senior leadership team, the observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE and PSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of lessons, pupils may be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions using the class 'worry box' or 'ask it baskets'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague, the Subject Leader or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of Wellbeing teaching the class will discuss and create a 'code of conduct' to be in place for the duration of the lesson. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within Wellbeing avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes Wellbeing lessons more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive

to pupils' pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct Wellbeing lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Supporting vulnerable learners

We are aware that pupils with SEND, specific needs/experiences or those with additional support may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. Wellbeing and RSHE in particularly is important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

The school will ensure that, in line with our Teaching and Learning principles, resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND and are sensitive to pupils' needs.

The Wellbeing lead will liaise with the safeguarding team prior to delivery of sensitive content to ensure that learners who may have negative experiences or trauma relating to the content are appropriately supported.

Involving parents and carers

We believe that parents are the primary educators of their children in Wellbeing and that learning is most effective when it is collaboration between school and home. We therefore wish to build a positive and supportive relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

At Oakwood, three Wellbeing curriculum letters are sent out to each year group's parents – in Autumn, Spring and Summer.

The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging topics and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss PSHE at relevant times throughout the school year.

The vast majority of PSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused, they should request a copy of the Right to Withdraw letter (see appendix), which outlines the steps. This will include a discussion with the school, making clear which aspects of the programme they do not wish their child to participate in. The

subject lead will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said through delivery of quality assured resources. If the withdrawal process is continued the parent/carer must complete a copy of the withdrawal form – the school will record its actions and hold a copy of the form on file.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents can withdraw their child from assisted conception and contraception as these do not come under the science curriculum.

Puberty, menstruation, wet dreams, body parts, reproduction is covered under the science curriculum and therefore your child cannot be withdrawn from these lessons.

Masturbation is not explicitly taught within the primary curriculum. However, children may occasionally ask questions linked to body curiosity or development. In these situations, staff will respond in an age-appropriate, factual and sensitive manner, using language that supports children's understanding of privacy, personal boundaries and keeping safe.

Roles and responsibilities

The board of trustees

The board of trustees has ultimate responsibility that trust schools comply with their **legal duties when teaching relationships education, relationships and sex education (RSE) and health education.**

The Board of Trustees will hold schools accountable for the effective implementation of this policy through the Trust's quality assurance and governance processes. This will include receiving reports from school leaders, review of curriculum implementation and impact, monitoring of safeguarding and pupil wellbeing outcomes, and evaluation of stakeholder feedback from pupils, parents/carers and staff. Trustees will use this information to assure themselves that statutory requirements are met and that the policy is being implemented consistently across the Trust.

The Local Academy Board (LAB)

The LAB has an important role to play in gathering the views of parents, pupils and staff about the implementation of this policy and feeding these back to the trustees.

The Headteacher

The headteacher is responsible for making sure that wellbeing is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE.

Staff

Staff are responsible for:

- Delivering Wellbeing lessons in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to Wellbeing
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead team
- Staff do not have the right to opt out of teaching Wellbeing. Staff who have concerns about teaching any aspects of the Wellbeing curriculum are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in Wellbeing lessons and, when discussing issues related to Wellbeing, treat others with respect and sensitivity.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of Wellbeing as part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of the Wellbeing curriculum is monitored by the wellbeing subject leader through:

- Planning reviews
- Book looks
- Learning walks
- Pupil Voice

This policy will be reviewed by the board of trustees every two years. At every review, the policy will be shared with the Local Academy Board (LAB) for information.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying Policy
- Acceptable Use Policy
- Behaviour Policy
- Online safety Policy
- Equality Information and Objectives
- Inclusion/SEND Policy
- Safeguarding Policy
- Teaching and learning Principles