



**Stukeley
Federation**

PSHE, including RSE Policy

in support of

Deeping St Nicholas Primary School

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Draft policy

July 2026

(Deeping St Nicholas only)

Our Vision In our inclusive and happy schools, we make sure everyone feels welcomed, valued and valuable. Our safe and inspiring learning environment helps us work towards achieving our best, in all that we do, so that we can become independent and resilient members of our wider community. Our shared values give us a foundation of challenge and support, helping to make a positive change in the world, as we strive to create a community of respect and aspiration, preparing everyone for their future.

To ensure that we meet this vision within the context of PSHE including RSE, we aim to:

- Create an inclusive and happy learning environment where all feel welcomed, valued and valuable
- Provide a safe and inspiring space that supports pupils to be 'The best they can be'
- Nurture independence and resilience so that Pupils can thrive as confident members of the wider community
- Use our shared values to offer both challenge and support, empowering pupils to make positive changes in their lives and the world around them. We often refer to this as being an 'Agent of Change'
- Build a community of respect and aspiration, preparing every learner for their future with the knowledge, skills and character that they need

A Definition of Relationships, Sex and Health Education

RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive

factual information about the changes they will experience emotionally and physically during puberty.

Statutory Requirements

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

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.

We deliver statutory Relationships and Health Education within our comprehensive PSHE and RSE programme. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. 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.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

We must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the Equality Act 2010 including the 9 protected characteristics. PSHE education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing

on good practice within the expectations set out by government. RSE is an important part of PSHE Education. Relationships and Health education is compulsory to all primary school pupils, which also includes the elements of sex education contained within the Primary Science curriculum.

A Whole-School Framework using PSHE Association materials.

Developing skills for respectful dialogue – PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum – Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching – Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information – they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

Relationships Education

Our curriculum below outlines expectations by the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
Caring friendships	Pupils should know

	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it 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 physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. • Personal safety – recognising and reducing risk, in fire, water and travel safety.

Physical health and mental well-being

By the end of primary school:

Mental well-being	Pupils should know • that mental well-being is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. • Change, loss and grief including bereavement – feelings that can occur and everyone grieves differently.
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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 well-being.

	• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • Above online financial harm such as gaming, video game manifestation, scams and fraud. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online,
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise 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, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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 or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about drugs such as medicines. • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (taught specifically to Year 5 and 6)
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (taught specifically to Year 5 and 6). • about menstrual well-being including the key facts about the menstrual cycle (taught specifically to Year 5 and 6).

Our School Community

We recognise that our children, families and context have specific needs and characteristics. Our staff carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice – gathered through feedback within lessons, informal discussions with children, class discussions and our annual pupil survey
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leaders, and with references to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of approximately 45 minutes per week. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning. Teaching will be in whole class, mixed gender groups, except for when it is deemed appropriated to have single gender group discussions in addition to the statutory content. Pupils are able to ask anonymous questions via a question box, as stated in the RSE statutory guidance.

Beyond the Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our Behaviour Policy reflects the principles taught in PSHE, emphasising our core values and positive conflict resolution. Adults model these values in all interactions with children and each other.
- Our behaviour curriculum and 4Rs days support the children and are used to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement, but the personal and social qualities developed through PSHE. These are linked with the school's vision and values.
- Our learning environment reflects PSHE values, with displays showing current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts and strategies for wellbeing.
- Our school provide provisions for pubertal girls, including sanitary wear and free sanitary towels.
- As in the Character Education framework, **character** is considered a complex concept. Our school shapes our wider provision for children through aspects such as:
 - the ability to remain motivated by long term goals
 - the learning of positive moral attributes
 - the acquisition of social confidence (including the ability to make points or arguments clearly)
 - an appreciation of the importance of long-term commitments

Learning Outdoors: Connecting PSHE to Our Environment

"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."

DfE RSHE Guidance 2025, para 40

We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.

Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

Relationships and Health Education: Statutory Content

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.

By the end of primary school, our children will understand:

- Families and people who care for me – That families come in many forms, and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships – How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships – The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness – How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe – Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing – The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms – The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness – Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating – What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping – Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention – Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety – Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid – How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies – Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding – enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly

important as children develop and encounter different situations, both now and in future relationships.

- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone – boys and girls – has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

Sex Education at Deeping St Nicholas

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes that adolescence brings and understand how human life begins.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the National Curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of science. We also identify Statutory Health Education (the physical changes associated with puberty).

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.'

It is important to note teaching children about puberty is a statutory requirement which sits in the 'Developing Bodies' strand of the Health Education part of the DfE guidance.

Statutory Science Curriculum Content

Early Years Foundation Stage (Reception) children learn in their Personal Development/ Health and Self-Care goal:

- to know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe (including exercise, eating, sleeping and hygiene).
- learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- to notice that animals, including humans, have offspring which grow into adults.
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- to describe the simple functions of the basic parts of the digestive system in humans.
- to identify the different types of teeth in humans and their simple functions.
- to describe the life process of reproduction in some plants and animals, including humans.
- to describe the changes, as humans develop to old age.
- to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- to describe the way nutrients and water are transported within animals, including humans.
- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parent Engagement and the Right to Withdraw from Sex Education

Parents/carers have the right to request that their children be withdrawn from some or all of specifically identified sex education delivered as part of statutory Relationships and Sex Education. At Deeping St Nicholas puberty is taught as a statutory requirement of Health Education. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. Requests for withdrawal should be made in writing to the Executive Headteacher. Parents/carers will be invited to talk through their concerns, review the materials used and explain the rationale. Withdrawing children from Sex Education remains a statutory right of a parent or legal guardian. However, it is important to consider the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what is said in classes. This process is the same for pupils with SEND.

Responding to children's questions

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are, due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Staff are aware that questions may arise that are not part of the content taught. Staff will make an informed decision as to whether to address this question with an individual, with a group or a class in the most appropriate way. Staff will inform parents/carers as required. Staff may also seek advice from outside agencies. All staff can seek advice from the PSHE and Safeguarding team. If a withdrawn child asks questions about

sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

Materials used will be in accordance with the PSHE framework and the law. The school will ensure that pupils are protected from teaching materials which are inappropriate; regard will be taken to the age and cultural background of all pupils.

Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Our PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SEND team works closely with the PSHE lead and class teachers to ensure appropriate provision.

Safeguarding and Support

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 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 (e.g. Safe Hands)
- 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.

Working in Partnership with Parents and Carers

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.

- Parents/carers are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents/carers in order that the RSE programme will complement and support their role as parents and carers.
- Teachers have a responsibility to ensure the safety and welfare of pupils, and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.
- All parents/carers have the right to see the resources and materials that will be used in delivering the RSE curriculum and have the opportunity to discuss the content of what will be taught. For certain aspects of RSE, parents/carers will be invited into school prior to the topic to view materials being used. Upon request, parents/carer may receive access to the full program of study for the relevant year group.
- If safeguarding issues are suspected, teachers will follow usual safeguarding procedures.
- Delivery of RSE will work more effectively if the school works in partnership with parents/carers and others in the wider community, using visitors where appropriate.
- Pupils with special needs will receive RSE. Teachers may find they need to adapt and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties. This will be discussed with individual parents/carers.

Responding to Concerns

Any complaints or concerns about the RSE curriculum should be made to the class teacher in the first instance who will inform the Senior Leadership Team. Parents/carers can follow the our Complaints Policy if they feel an issue or concern is not resolved.

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.

We support staff in delivering PSHE through comprehensive resources and through regular professional development. This includes training on effectively, teaching sensitive and controversial topics, managing difficult questions and discussions, and responding appropriately to safeguarding concerns and disclosures.

Teachers are also supported by the senior leadership team and PSHE leads, who provide ongoing guidance, including lesson observations where helpful, advice on complex situations, and support for staff wellbeing.

Assessment, Monitoring and Evaluation

Teachers use a range of strategies such as observations of discussions, role plays and collaborative activities and review of written work.

The delivery of RSE is monitored by the Senior Leadership Team and the PSHE team through book scrutinies, learning walks, lesson observations, pupil voice activities and staff and parent feedback.

We evaluate the impact of PSHE education in a variety of ways by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and 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
- Preparedness for transition to secondary school

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

Supporting Documents

[parents-guide-to-rshe-in-primary-schools-2026.pdf](#) – What do primary schools have to teach in Primary RSHE? A guide for parents – January 2026

Links to other policies and documents:

- Prevent Duty Policy
- Assessment Document
- Behaviour Policy
- Anti-Bullying Policy
- Character Education Policy Statement
- Child Protection & Safeguarding Policy
- Confidentiality Policy
- Drugs Education Policy
- Equality Information & Objectives Policy
- Pupil Equality, Equity, Diversity & Inclusion Policy
- E-Safety Policy
- Staff Wellbeing Policy
- SMSC Policy
- ICT Acceptable Use Policy
- RE Curriculum
- Science Curriculum
- PSHE Overview
- E-Safety Curriculum
- Keeping Children Safe in Education
- Child-on-child Abuse Policy
- PSHE and Citizenship Statement
- RE Policy
- SEND Policy
- Teaching, Learning and Curriculum Policy
- Relationships Education,
- Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)

Policy Development, Review and Approval

This policy is currently in the consultation phase and is being developed in partnership with school staff (including teaching staff, support staff and senior leaders), parents and carers, and governors. Stakeholders have access to the draft policy online and are invited to provide feedback via an online form.

Through class discussions, the pupil surveys, and pupil voice interviews with PSHE leads, pupils are asked what they in the PSHE curriculum they would like to change or improve. This feedback informs the annual review and development of the policy.